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Designed to relate to the ongoing curriculum of the Milwaukee Public Schools, these third- and fourth-semester teacher guides for Spanish school telecasts at the sixth-grade level comprise only one part of a series developed for the use of FLES teachers in many subject areas. Brief descriptions of course objectives, pupil achievement goals and learning hints, lesson content, teaching procedures, and classroom teacher role and resources are followed by specific instruction for the audiolingual presentation of 48 lessons based on everyday situations. Each instructional lesson provides pretelecast instructions, dialogs, suggestions for followup activities, and language hints. Every fourth lesson is either a unit review or test. The three final lessons in each semester guide are devoted to semester reviews and examinations. Appendixes include Spanish name and proverb lists as well as patterns and vocabulary indexes. For a related document for the fifth grade level, see FL 001 239. (CW)

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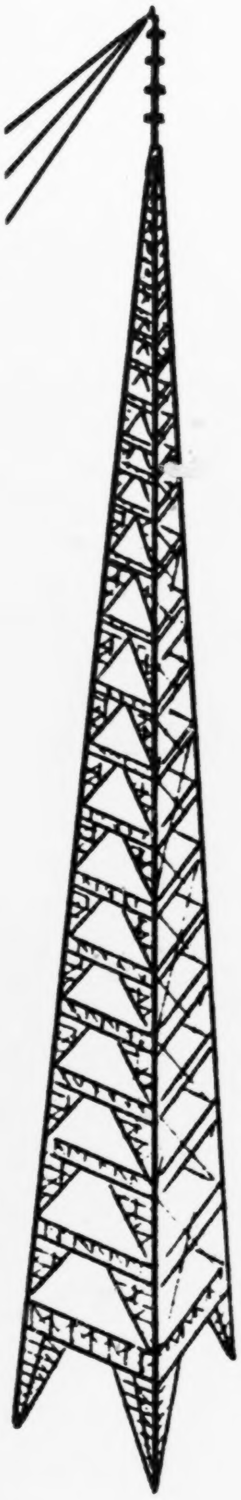

FOREIGN LANGUAGE FOR YOU

SPANISH

SIXTH GRADE

SEMESTER III

FL 002 240

Instructional Television

FOREIGN LANGUAGE FOR YOU

SPANISH

Semester III
Sixth Grade

A Teacher Guide

Prepared by the
Department of Elementary Curriculum and Instruction
and the
Department of Instructional Resources

Division of Curriculum and Instruction
Milwaukee Public Schools

1967

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Robert R. Suchy, Director
Department of Instructional Resources

Lillian Paukner, Executive Director
Department of Elementary Curriculum and Instruction

Dwight Teel, Assistant Superintendent
Division of Curriculum and Instruction

Richard P. Gousha, Superintendent of Schools

FOREWORD

The Spanish telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

It is hoped that this guide and the resources of television will help each classroom teacher to fulfill more completely his potentialities as a teacher.

The telecasts are designed to relate to the ongoing curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.
2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.
3. To provide pupils with rewarding and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational Technical and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

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TO THE TEACHER

There is a 40-minute weekly time allotment for instruction in Spanish in the elementary school at the sixth grade level. This time should be spent in viewing the telecasts and in conducting the follow-up activities.

Purposes of the Course

To develop the ability to understand and speak a foreign language within a framework of limited conversational expressions.

To help pupils obtain a better idea of what is involved in the study of a foreign language.

To create interest in other peoples' languages and their customs.

To enrich learning by correlating a foreign language with other phases of the school curriculum such as: social studies, art, music, and physical education.

Pupil Achievement Goals for This Semester

Pupils should be able to:

1) Understand the dialogues when spoken at a normal rate of speed.

2) Associate what is said in the dialogues with the visual image of the person, object, or action.

3) Imitate the dialogues with correct intonation and pronunciation.

4) React spontaneously to greetings, farewells, classroom directions, and courtesy expressions.

5) Respond automatically to questions concerning: clock time (on the hour), name, weather, and location of objects, persons, or countries.

6) Identify common classroom objects.

7) Substitute various nouns within certain language patterns.

8) Recognize a few of the basic customs, gestures, and courtesies of Spanish-speaking people.

Lesson Content and Teaching Procedures

The dialogue in each lesson involves an activity in the school, outside the school, or in the home. The dialogues contain expressions which pupils and teachers are able to use everyday.

Language patterns from each dialogue are purposely re-entered in later lessons with new vocabulary items.

The basic teaching procedure used in the telecasts follows the approach advocated by the Modern Language Association and the United States Office of Education:

> "The first presentation of vocabulary and structure is oral without any reference to the printed page, so that the pupils are able to say easily all the material they are going to read. This procedure has the following advantages:
>
> 1. The pupil pronounces more accurately by imitation of the spoken sounds and his pronunciation is not influenced by a spelling which may resemble English.
> 2. Fluency is assured and no time is lost in interpreting new vocabulary, since the pupil already knows what the sentences say and needs only to practice recognizing the written forms as he did when he began reading his own language."[1]

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[1] Modern Foreign Languages in the Elementary School -- Teaching Techniques, Elizabeth Keese, Specialist, Foreign Languages, U. S. Department of Health, Education, and Welfare, 1960.

Role of the Classroom Teacher

In order for pupils to receive maximum benefit from the telecasts, the classroom teacher must establish the proper attitude and climate for learning a foreign language. The following procedures are recommended:

1. Prepare the pupils before each telecast by reading the dialogue "Situation" to them.
2. Follow the reading of the "Situation" by holding up the Visual Cue Cards and giving the dialogue expressions in English.
3. Do not pronounce the Spanish expressions for the class prior to the telecast.
4. Insist on complete attention and active participation by the pupils as you move around the classroom during the telecast.
5. Participate with your pupils during the telecast by imitating and repeating the expressions being taught.
6. Delay writing the conversational patterns until they have first been shown in print on the telecast.
7. Discourage pupils from writing in phonics what is heard on the telecast.
8. Confine the use of Spanish in the classroom to those basic expressions used on the telecast. This will help to eliminate common errors made by pupils in grammatical structure.
9. Use the Spanish expressions in appropriate situations during the school day.
10. Select one or two of the listed "Follow-up Activities" for additional practice after the telecast.
11. Use the record in the following manner:
    - Listen to the Spanish expressions of the dialogue for comprehension, rhythm, and intonation.
    - Play the second part of the lesson that contains the pauses for pupil repetition. Proceed as follows:
        - Entire class imitates the voice on the record
        - Sections of the class imitate the voice
        - Individual pupils imitate the voice
12. Encourage pupils to take the records home for additional practice.

13. Use the Visual Cue Cards after the telecast to practice the lesson. Follow the suggestions listed in the "Follow-up Activities" and in the Visual Cue Card notebook.
14. Give each pupil a Spanish name. Some common Spanish names, their pronunciations, and English equivalents can be found in the back of this guide.
15. Help pupils see how important their active participation is in learning Spanish by carefully reading the following "Pointers for Pupils" to them.

Pointers for Pupils

1. Listen carefully:
   - to the dialogue "Situation" when it is read to you in English before the telecast. This will make it easier for you to understand what will be taught on the telecast lesson.
   - to the studio teacher and imitate silently what you hear.
2. Repeat as accurately as you can when instructed to do so by: your classroom teacher, your studio teacher, and the voice on the record.
3. Pay close attention to:
   - the objects and gestures being used. They will help you determine the meaning of what is being said in Spanish.
   - the movement of the lips and tongue of the studio teacher as she models the Spanish expressions.
4. Practice each expression until you know it by heart. Use the records to help you. Use these expressions in class, at home, and with your friends.

Resources for Teachers

Telecasts for Teachers

These telecast lessons are especially designed to help the classroom teacher become acquainted with the lesson material prior to the telecasts for pupils. The exact time and dates will appear on the monthly "Television Schedule."

In-Service Course

An in-service course is offered each year to help classroom teachers with the basic expressions and fundamentals of Spanish.

Visits

The services of the studio teacher and supervisors are available for additional help in Spanish and for selecting additional materials, skits, and programs. Teachers are requested to make arrangements for these visits through their principal.

Visual Cue Cards

Visual Cue Cards have been prepared for each dialogue in every lesson. The back of each Visual Cue Card contains the Spanish expression, the phonetic pronunciation, and the English translation. The pictures are a valuable aid in providing a visual stimulus which will help the pupils more easily recall the dialogues. Their continued use is recommended for more effective learning.

Records

The records contain all of the dialogues and songs presented in the telecast lessons. Additional record sets may be obtained on request.

GETTING OUT OF BED LESSON 1

BEFORE THE TELECAST

Situation Mother calls Thomas and Peter to get up for school. Thomas asks Peter what time it is. Peter says it is seven o'clock. Thomas remarks that it is a nice day. Mother agrees and tells the boys to hurry.

Visual Cue Cards Now that I've read the "Situation" to you, look at the cards for this lesson. Watch each picture carefully so you can associate it with the dialogue expressions that I will now read to you in English.

DIALOGUE

Mamá:	Niños, levántense.	Boys, get up.
Tomás:	Pedro, ¿qué hora es?	Peter, what time is it?
Pedro:	Son las siete.	It's seven o'clock.
Tomás:	Hace buen tiempo, ¿verdad?	The weather is nice, isn't it?
Mamá:	Sí, apúrense.	Yes, hurry.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Play the record as you hold up the appropriate card. Pupils are to look at the cards as they repeat each Spanish expression. This helps them associate what they see with what they say.
2. Practice ¿Qué hora es? Es la una, Son las ____. by having three pupils each draw a clock on the board indicating a certain time on the hour. Each pupil then points to his clock and asks the class-¿Qué hora es? The class answers. Rotate pupils at the chalkboard.

LANGUAGE HINTS

1. When telling time in Spanish, the pattern is: Son las ____. for every hour after one o'clock. The expression for "It is one o'clock" is: Es la una.
2. The last "d" in the word Verdad is pronounced like the "th" in "though." The stress is on the last syllable.
3. To help you trill the "r" in Apúrense, say "Pot o' tea" rapidly. This tap of the tongue is approximately the way the Spanish "r" sounds. There is no sound like the English "r" in Spanish.

BEFORE THE TELECAST

Situation Mother tells the girls to hurry. Diane says "Just a moment." Linda asks Diane if she likes her sweater. Diane says she does. Mother calls again to ask if they are ready. The girls are ready.

Visual Cue Cards Keep the "Situation" that I have read to you in mind. Now look at these cards as I give you the expressions for the dialogue in English.

DIALOGUE

Mamá:	Diana, Linda, apúrense.	Diane, Linda, hurry.
Diana:	Un momento, mamá.	One moment, mom.
Linda:	¿Te gusta mi suéter?	Do you like my sweater?
Diana:	Sí, me gusta.	Yes, I like it.
Mamá:	¿Están listas?	Are you ready?
Diana y Linda:	Sí, mamá.	Yes, mom.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Place the cards on the bulletin board for pupil reference as they practice the dialogue with the record.
2. Select the first pupil in each row to tell the two pupils directly behind him to hurry. Begin with row 1. Example: Diego, Luisa, apúrense. The pupils addressed answer Un momento, Pablo. Continue with the other rows.

LANGUAGE HINTS

1. The question, "Are you ready," ¿Están listas?, refers to girls. ¿Están listos? refers to boys or boys and girls.
2. A) ¿Te gusta ______? is used to ask if a single object is liked. B) ¿Te gustan ______? is used to ask if more than one object is liked. The answer follows the same patterns: A) Sí, me gusta, B) Sí, me gustan.
3. Spanish-speaking people indicate that a question is coming by placing an upside down question mark in front of the question. The usual question mark appears at the end, also.

GETTING READY FOR SCHOOL LESSON 3

BEFORE THE TELECAST

Situation Thomas and Peter are getting ready for school. It is eight o'clock and mother tells them to hurry. Thomas asks his mother where his bicycle is. Mother says she doesn't know. Thomas sees it and says, "Ah, it's over there." They say good-bye. Before they leave, mother asks Peter where his book is. Peter points to it.

Visual Cue Cards Now that I've read the "Situation," I will show you the cards and read the dialogue expressions to you in English.

DIALOGUE

Mamá:	Apúrense. Son las ocho.	Hurry, It's eight o'clock.
Tomás:	¿Dónde está mi bicicleta?	Where is my bicycle?
Mamá:	Yo no sé.	I don't know.
Tomás:	¡Ah! Está allí.	Oh! It's over there.
Tomás:	Adiós.	Goodbye.
Mamá:	Pedro, ¿dónde está tu libro?	Peter, where is your book?
Pedro:	Aquí está, mamá.	Here it is, mom.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Select one pupil to help you with this lesson. Place the cards on the chalktray and play the record. Instruct the pupil to point to the appropriate characters or pictures as the dialogue is heard. All pupils repeat during the pauses.
2. Place the Visual Cue Card of the bicycle at a distance from the pupils. Ask-¿Dónde está mi bicicleta? Pupils answer-Está allí. Then place the card on a pupil's desk. Ask him the same question. His answer should be-Aquí está because the object is near him. Use this same technique with-¿Dónde está mi libro?
3. Planning for the Next Lesson. Ask a volunteer to bring pictures or drawings of the following objects: book, sweater, shirt, bicycle, blouse. Each picture should be mounted on a separate sheet of paper.

LANGUAGE HINTS

1. Close attention should be paid to the pronunciation of cognates such as, mamá. Stress the last syllable in the word mamá to avoid anglicizing the pronunciation.
2. There is a difference between Está allí, and Aquí está. Está allí refers to an object at a distance from the speaker. Aquí está refers to an object close to the speaker.
3. Exclamations are emphasized by having the markers appear both before and after the exclamation. The one preceding the sentence is upside down.

REVIEW OF LESSONS 1, 2, and 3 LESSON 4

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" and show you the card for each dialogue.

Situation Mother is getting the boys up to go to school. Thomas asks his brother, Peter, if it is a nice day. Peter says it is. Mother asks if they are ready. They reply that they are.

DIALOGUE

Mamá:	¡Levántense!	Get up!
Tomás:	Hace buen tiempo, ¿verdad?	The weather is nice, isn't it?
Pedro:	Sí, hace buen tiempo.	Yes, the weather is nice.
Mamá:	¿Están listos?	Are you ready?
Tomás y Pedro:	Sí, mamá.	Yes, mom.

Situation The school bus is just about to arrive. Thomas is looking for his sweater, and Peter is looking for his shirt. Mother tells them where the articles are and tells them to hurry.

DIALOGUE

Tomás:	¿Dónde está mi suéter?	Where is my sweater?
Mamá:	Aquí está.	Here it is.
Pedro:	¿Y mi camisa?	And my shirt?
Mamá:	Está allí. Apúrense.	It's over there. Hurry.

Situation The family is going to an afternoon movie. Father reminds Diane and Linda that it is three o'clock. The girls delay a moment, while Linda asks Diane if she likes her blouse. Diane says she does. Father asks if they are ready and tells them to hurry.

DIALOGUE

Papá:	Son las tres.	It's three o'clock
Diana:	Un momento, papá.	One moment, dad.
Linda:	¿Te gusta mi blusa?	Do you like my blouse?
Diana:	Sí, me gusta.	Yes, I like it.
Papá:	¿Están listas? Apúrense.	Are you ready? Hurry.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Place the pictures brought in by the volunteer on the chalkboard tray--picture side away from the class. Ask the class-¿Dónde está mi libro? All the pupils are to answer-Yo no sé. Then turn the picture of the book toward the class and say-Aquí está. Follow the same procedure substituting suéter, camisa, bicicleta, blusa for libro in the question ¿Dónde está mi _____?
2. Visual Cue Cards Hold up each card and ask pupils to give the Spanish expressions which they associate with each picture. Use the record as needed.

ON THE WAY TO SCHOOL LESSON 5

BEFORE THE TELECAST

Situation On the way to school Thomas meets his neighbor, Mr. Lopez, who asks Thomas how he is feeling. Thomas replies that he is fine. Mr. Lopez asks Thomas about Peter, his older brother. Thomas says that Peter is in California. Mr. Lopez comments about California's nice weather.

Visual Cue Cards Look at these cards for the dialogue as I give you the expressions in English.

DIALOGUE

Señor López:	¿Cómo estás, Tomás?	How are you, Thomas?
Tomás:	Muy bien, gracias.	Very fine, thank you.
Señor López:	¿Dónde está Pedro?	Where is Peter?
Tomás:	Está en California.	He is in California.
Señor López:	Ah, hace buen tiempo allí.	Oh, the weather is nice there.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Have all pupils repeat each sentence. Play the record again. Assign row 1 to take the part of Mr. Lopez and row 2 to take the part of Thomas. Instruct these rows to face each other. Do the same with rows 3 and 4. Each row is to repeat its part as the record is played.
2. Point to a state on the map. Ask-¿Dónde está Pedro? Pupils are to answer-Está en _____. by adding the name of the state indicated. Continue by pointing to other states.

LANGUAGE HINTS

1. ¿Cómo estás? and ¿Cómo está usted? both mean "How are you?" ¿Cómo estás? is used by an older person talking to a younger person or to a friend. The teacher would use this form when talking to a pupil, and pupils would use it among themselves. ¿Cómo está usted? is used when a younger person talks to an older person, such as a pupil addressing a teacher.
2. Watch the pronunciation of "ll" in words such as allí. Pronounce it with a "y" sound.

CALLING FOR FRIENDS LESSON 6

BEFORE THE TELECAST

Situation Michael calls for Thomas and Peter Lerma. Mrs. Lerma has forgotten Michael's name and asks him. He asks if Thomas and Peter are ready. Thomas and Peter arrive and say they are ready. Before leaving for school, Thomas says that the weather is cold and Michael agrees.

Visual Cue Cards Watch as I show you the cards for the dialogue and tell you in English what the persons are saying.

DIALOGUE

Señora Lerma:	¿Cómo te llamas?	What is your name?
Miguel:	Me llamo Miguel	My name is Michael.
Señora Lerma:	¡Ah! Sí, Miguel.	Oh, yes, Michael.
Miguel:	¿Están listos Tomás y Pedro?	Are Thomas and Peter ready?
Tomás y Pedro:	Sí, estamos listos.	Yes, we are ready.
Tomás:	Hace frío, ¿verdad?	The weather is cold, isn't it?
Miguel:	Sí, hace frío.	Yes, it's cold.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Explain the dialogue situation to the pupils again by referring to the appropriate cards. Select four pupils to pantomime each role in the dialogue as the record is played. All the pupils repeat during the pauses. Select four other pupils to pantomime as the lesson is replayed.

2. Tell the class that the question, "What is your name?" can be asked in two ways in Spanish. Refer to the Language Hints below. Select a pupil to help you demonstrate the difference.

   Teacher: ¿Cómo te llamas?
   Pupil 1: Me llamo Pedro.

   Pupil 1: ¿Cómo se llama usted?
   Teacher: Me llamo el señor Brown.

   Pupil 1: ¿Cómo te llamas?
   Pupil 2: Me llamo Juan.

LANGUAGE HINTS

1. ¿Cómo te llamas? and ¿Cómo se llama usted? both mean "What is your name?" ¿Cómo te llamas? is used by an older person (a teacher) talking to a younger person (a pupil). ¿Cómo se llama usted? is used by a younger person (a pupil) talking to an older person (a teacher).
2. The letter "h" in Spanish is never pronounced. Thus, in Hace frío, the "h" is silent. However, in combination with "c", as in mucho, the "ch" is pronounced as one letter.

THE CLASS BEGINS LESSON 7

BEFORE THE TELECAST

Situation Diane is late for class. As she walks in front of Mrs. Silva, she excuses herself. After Mrs. Silva asks Michael to close the door, she tells the class to stand for the "Pledge of Allegiance." After the "Pledge," the teacher tells the class to sit down.

Visual Cue Cards Listen as I give you the English expressions while I show you the cards that will help you learn this lesson's dialogue.

DIALOGUE

Diana:	(Passing in front of teacher) Con su permiso.	Excuse me.
Señora Silva:	Pasa, Diana.	Go ahead, Diane.
	Miguel, cierra la puerta, por favor.	Michael, close the door, please.
Miguel:	Con mucho gusto.	Gladly.
Señora Silva:	Levántense.	Stand up.
Miguel:	¡Ah! La jura de la bandera.	Oh, the pledge to the flag.
Señora Silva:	Siéntense, por favor.	Sit down, please.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Use the courtesy expressions: Con su permiso, Pasa, and Con mucho gusto daily in your classroom. The use of Spanish in appropriate situations makes Spanish more meaningful to the pupils.
2. Select one pupil each day to act as the teacher (el maestro, la maestra) to give the class these commands: Levántense, siéntense, cierra la puerta. This same pupil should announce La jura de la bandera.
3. Visual Cue Cards Review for the test in lesson 8 by holding up the appropriate cards from lessons 1-7 as the records are played.

LANGUAGE HINTS

1. The "j" in La jura de la bandera is pronounced with an "h" sound.
2. The "rr" as in cierra does not have a comparable English sound. To produce the Spanish "rr" sound, the tip of a tense tongue should vibrate against the roof of the mouth two to five times.

TEST ON LESSONS 1 THROUGH 7 LESSON 8

BEFORE THE TELECAST

How much Spanish do you remember? Today you will be given a test to find out how well you are doing. It will measure your understanding of the expressions in the dialogues. Now take out paper and pencil.

Answer	Test Item	
(A)	1. ¿Cómo te llamas? Me llamo Miguel.	What is your name? My name is Michael.
(B)	2. Cierra la puerta.	Close the door.
(A)	3. Diana y Linda están listas.	Diane and Linda are ready.
(B)	4. Con su permiso. Pasa.	Excuse me. You're excused.
(B)	5. Hace buen tiempo en California.	The weather is nice in California.
(B)	6. Levántense.	Get up.
(A)	7. ¿Qué hora es? Son las siete.	What time is it? It is seven o'clock.
(B)	8. ¿Te gusta mi suéter	Do you like my sweater?
(A)	9. ¿Dónde está mi bicicleta?	Where is my bicycle?
(B)	10. Yo no sé.	I don't know.
(A)	11. ¿Cómo estás? Muy bien, gracias.	How are you? Very fine, thank you.
(A)	12. Siéntense	Sit down.
(A)	13. Apúrense.	Hurry.
(B)	14. Hace frío.	The weather is cold.
(A)	15. Con mucho gusto.	Gladly.

CANCIÓN El Charro	SONG The Cowboy
1) Estaba un charro sentado, En las trancas de un corral. (¡Repitan!)	1) There was a cowboy seated, On the rails of a fence. (Repeat)
2) Su mayordomo le dice, "No estés triste, Nicolás." (¡Repitan!)	2) His foreman says to him, "Don't be sad, Nicholas." (Repeat)

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test after the telecast lesson.
2. Play the song, "El Charro," which appears on the song record. First have the pupils listen. Then play the first verse again and have the pupils sing along. The song can also be found on page 112, of The American Singer, second edition, book 5.

A GEOGRAPHY LESSON

LESSON 9

BEFORE THE TELECAST

Situation During a geography lesson, the teacher asks Ann to locate Veracruz. Ann locates it correctly, and asks if it is hot in Veracruz. The teacher says it is.

Visual Cue Cards To help you with this lesson's dialogue, look at the cards as I give you the English expressions.

DIALOGUE

Señora Silva:	¿Dónde está Veracruz?	Where is Veracruz?
Ana:	Veracruz está aquí.	Veracruz is here.
Señora Silva:	Está bien.	That's right.
Ana:	¿Hace calor en Veracruz?	Is the weather hot in Veracruz?
Señora Silva:	Sí, es verdad.	Yes, it's true.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Display a map of Latin America to help with the practice of the expressions, ¿Dónde está Veracruz? and Veracruz está aquí. Use gestures and point to Veracruz as the record is played and pupils repeat. Substitute other geographical locations for Veracruz in the language patterns.
2. Visual Cue Cards Hold up the appropriate card. Take the part of Mrs. Silva in the dialogue and instruct all pupils to respond as they take the part of Ann.
3. Practice the new verses of "El Charro" with the song record. Have the girls sing the third verse and the boys the fourth verse as they practice singing with the record. After they have learned their lines, reverse the procedure.

CANCIÓN El Charro	SONG The Cowboy
3) Necesito buen caballo, Buena silla y buen gabán. (¡Repitan!)	3) I need a good horse, A good saddle and a good overcoat. (Repeat)
4) Su mayordomo le dice, -Lo que gustes, Nicolás. (¡Repitan!)	4) His boss says to him, "Whatever you want, Nicholas." (Repeat)

LANGUAGE HINTS

1. The expression, está aquí, is pronounced as if it were one word. Link the "a" sound in both words.
2. Refer to the back of the Visual Cue Card for this lesson for pronunciation help.

PREPARING TO GO OUT FOR RECESS

LESSON 10

BEFORE THE TELECAST

Situation Mrs. Silva tells the pupils at the chalkboard to sit down. She then asks Linda for the time. Linda does not know. Ann says it is ten o'clock. Since it is a nice day, the teacher says, "Let's go to the playground," and she begins to dismiss the class row by row.

Visual Cue Cards Now that I've read the "Situation" to you, watch carefully as I show you the cards for the dialogue and give you the conversation in English.

DIALOGUE

Señora Silva:	Siéntense.	Sit down.
	Linda, ¿qué hora es?	Linda, what time is it?
Linda:	Yo no sé.	I don't know.
Ana:	Son las diez.	It's ten o'clock.
Señora Silva:	Vamos al patio de recreo.	Let's go to the playground.
Alumnos	Bueno.	Good.
	Hace buen tiempo.	The weather is nice.
Señora Silva:	Esta fila.	This row.
	Pasen ustedes.	Pass.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Select a pupil to hold up the appropriate cards as the record is played. Circulate among the pupils to help or correct their Spanish pronunciation.
2. Instruct the pupil who is to be el maestro (la maestra) for the next day to add Vamos al patio de recreo, and Esta fila. Pasen ustedes. to the list of commands he will give to the class. (See lesson 7 for additional commands)
3. Learn the new verses of "El Charro" by having the first three rows sing the fifth verse and the other rows the sixth verse as they practice singing with the song record. Reverse the procedure.

CANCIÓN El Charro	SONG The Cowboy
5) -Esa chica que usted tiene, Con ella me he de casar. (¡Repitan!)	5) " That girl of yours, I'm determined to marry her." (Repeat)
6) Su mayordomo le dice, -Tiene dueño, Nicolás. (¡Repitan!)	6) His boss says to him, "She's promised, Nicholas." (Repeat)

LANGUAGE HINTS

1. The girls' names are Linda (leen-dah) and, Ana (ah-nah). Be careful to pronounce these names in the Spanish way.
2. The "v" in Vamos and the "b" in Bueno, because they come at the beginning of an utterance, are pronounced like the English "b" in boy. The English sound of "v" does not exist in Spanish.

PLAYING BASEBALL — LESSON 11

BEFORE THE TELECAST

Situation At recess, Thomas wants to play baseball. Michael says he likes baseball, and Peter asks where the ball is. Thomas says he doesn't know. The problem is settled when Michael says he has the ball, and Thomas says he has the bat.

Visual Cue Cards Now look at the cards as I tell you the English expressions for this dialogue.

DIALOGUE

Tomás:	Vamos a jugar al béisbol.	Let's play baseball.
Miguel:	Sí, me gusta el béisbol.	Yes, I like baseball.
Pedro:	¿Dónde está la pelota?	Where is the ball?
Tomás:	Yo no sé.	I don't know.
Miguel:	Yo tengo la pelota.	I have the ball.
Tomás:	Y yo tengo el bate.	And I have the bat.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Place the cards for this lesson in the chalktray. Choose three boys to act out the roles in this lesson. Each boy is to point to his character and the action depicted as the record is played. The class should repeat as they follow the record and the actions.
2. Select three boys to enact this dialogue using actual objects, baseball, and bat.
3. Play the song record to learn the last verses of "El Charro." An audio tape, containing only the piano and guitar accompaniment, is available upon request from the studio teacher.

CANCIÓN El Charro	SONG The Cowboy
7) Nicolás se desespera, Y se quiere desbarrancar. (¡Repitan!)	7) Nicholas despairs, And wants to jump off a cliff (Repeat)
8) Su mayordomo le dice, -De cabeza, Nicolás. (¡Repitan!)	8) His boss says to him, "Head first, Nicholas." (Repeat)

LANGUAGE HINTS

1. Avoid English pronunciation in the words, béisbol (bayz-bohl) and bate (bah-tay).
2. The letter "y" when it appears alone is pronounced (ee). Avoid the English dipthong glide.

EL CHARRO

1) Estaba un charro sentado, En las trancas de un corral. (¡Repitan!)	1) There was a cowboy seated, On the rails of a fence. (Repeat)
2) Su mayordomo le dice, -No estés triste, Nicolás. (¡Repitan!)	2) His foreman says to him, "Don't be sad, Nicholas." (Repeat)
3) -Necesito buen caballo, Buena silla y buen gabán. (¡Repitan!)	3) "I need a good horse, A good saddle and a good overcoat." (Repeat)
4) Su mayordomo le dice, -Lo que gustes, Nicolás. (¡Repitan!)	4) His boss says to him, "Whatever you want, Nicholas." (Repeat)
5) -Esa chica que usted tiene, Con ella me he de casar. (¡Repitan!)	5) "That girl of yours, I'm determined to marry her." (Repeat)
6) Su mayordomo le dice, -Tiene dueño, Nicolás. (¡Repitan!)	6) His boss says to him, "She's promised, Nicholas." (Repeat)
7) Nicolás se desespera, Y se quiere desbarrancar. (¡Repitan!)	7) Nicholas despairs, And wants to jump off a cliff. (Repeat)
8) Su mayordomo le dice, -De cabeza, Nicolás. (¡Repitan!)	8) His boss says to him, "Head first, Nicholas." (Repeat)

REVIEW OF LESSONS 9, 10, AND 11 — LESSON 12

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" and show you the card for each dialogue.

Situation Thomas is at Michael's home. It's a nice day and they decide to go to the playground. Michael asks his mother where his bat is. He finds it after she says she doesn't know. Thomas says he has the ball.

DIALOGUE

Miguel:	Vamos al patio de recreo.	Let's go to the playground.
Tomás:	Sí, hace buen tiempo.	Yes, the weather is nice.
Miguel:	Mamá, ¿dónde está mi bate?	Mom, where is my bat?
Mamá:	Yo no sé.	I don't know?
Miguel:	¡Ah! está allí.	Oh, it's over there.
Tomás:	Y yo tengo la pelota.	And I have the ball.

Situation The bus is ready to leave. The bus driver, Mr. Garcia, tells the children to sit down. Michael, who is on the bus, calls out to Thomas and Peter to hurry. Thomas asks the busdriver to wait a moment since he doesn't know where his book is. Michael says that he has Thomas' book. The driver asks if they are ready, and they say they are.

DIALOGUE

Señor García:	Siéntense, niños.	Sit down, children.
Miguel:	Tomás, Pedro, ¡Apúrense!	Thomas, Peter, hurry.
Tomás:	Un momento.	One moment.
	¿Dónde está mi libro?	Where is my book?
Miguel:	Yo tengo tu libro.	I have your book.
Señor García.	¿Están listos?	Are you ready?
Miguel, Tomás, Pedro:	Estamos listos.	We're ready.

REVIEW OF LESSONS 9, 10, AND 11 — LESSON 12

Situation The girls are at Ann's house studying geography together. Diane asks if it is cold in Panama. Ann says it is hot in Panama. Diane asks what time it is, and Ann is suprised that it is already nine o'clock. They say good-bye.

DIALOGUE

Diana:	¿Hace frío en Panamá?	Is the weather cold in Panama?
Ana:	No, hace calor en Panamá.	No, the weather is hot in Panama.
Diana:	¿Qué hora es?	What time is it?
Ana:	Ay, son las nueve.	Oh, it's nine o'clock.
Diana:	Adiós, Ana. Hasta mañana.	Good-bye, Ann. See you tomorrow.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Choose pupils to play the roles in the first dialogue. Point to the characters and actions on the card as you teach the pupils their parts. Have the class repeat. Follow the same procedure using other pupils for dialogues 2 and 3. Use actual objects such as ball, bat, book, map, etc., whenever referred to in the dialogues. Play the record as needed.

2. Review the weather expressions in dialogues 1 and 3. Use the calendar and point to any month in "A" below. Ask the class-¿Hace calor? They should answer-Sí, hace calor. Ask the questions in "B" and "C" and follow the same procedure as the pupils give the appropriate answers.

"A"	"B"	"C"
¿Hace calor?	¿Hace buen tiempo?	¿Hace frío?
June July August	April May September October	November December January February March
Sí, hace calor.	Sí, hace buen tiempo.	Sí, hace frío.

PREPARING FOR A WRITING ACTIVITY LESSON 13

BEFORE THE TELECAST

Situation The teacher is asking the class to write. Ann does not have her pencil and Michael gives her one. Ann thanks him and Michael says, "You're welcome."

Visual Cue Cards Now I'll read the English expressions for the dialogue to you as I hold up the cards.

DIALOGUE

Señora Silva:	Vamos a escribir.	Let's write.
Ana:	No tengo mi lápiz.	I don't have my pencil.
Miguel:	Aquí tienes un lápiz.	Here is a pencil.
Ana:	Gracias.	Thank you.
Miguel:	De nada.	You're welcome.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Pupils listen and repeat as they pantomime using the same gestures and objects that were used on the television lesson.
2. Ask each pupil in the first row to pretend he does not have a pencil as he says-*No tengo mi lápiz*. Each pupil in the second row gives the pupil across from him a pencil and says-*Aquí tienes un lápiz*. The first row replies-*Gracias* and the second row says-*De nada*. Continue the dialogue practice with the other rows.
3. **Visual Cue Cards** You may wish to select certain pupils to color the cards to highlight the objects and actions.

LANGUAGE HINTS

1. In Spanish the "b" and "v" have the same sound. At the beginning of an utterance, or after "m" or "n", they are pronounced almost like the English "b" as in "boy." Example: *vamos*. In all other positions, the "b" and "v" are pronounced with a "bv" sound. Example: *escribir*. This sound is made by having the lips barely touch each other.

PREPARING TO EXCHANGE PAPERS LESSON 14

BEFORE THE TELECAST

Situation While the pupils are completing an activity at their desks, Michael is whispering. The teacher asks for silence, and Michael begs her pardon. She then asks if they are ready and tells them to exchange papers.

Visual Cue Cards Here are the cards for this lesson's dialogue. Watch each picture carefully so you can associate it with the expression.

DIALOGUE

Señora Silva:	Silencio, por favor.	Quiet, please.
Miguel:	Perdone, maestra.	Pardon me, teacher.
Señora Silva:	Niños, ¿están listos?	Boys and girls, are you ready?
Alumnos:	Sí, estamos listos.	Yes, we are ready.
Señora Silva:	Vamos a cambiarse los papeles.	Let's exchange papers.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Take the role of the teacher in this dialogue. As you say the teacher's expressions, point to the correct actions on the card. Tell the pupils to follow your directions and answer your questions. Use the record as desired, especially with the last line which is new.
2. Instruct the pupil who will be el maestro (la maestra) for the following day to add Silencio and Vamos a cambiarse los papeles, to the commands he will give the class.
3. Ask pupils to bring hand puppets or cutouts pasted on cardboard to represent the roles in the next lesson.

LANGUAGE HINTS

1. Latin American pupils will often use maestra when addressing their teacher. The English translation is a bit awkward.
2. The "n" in niños is pronounced like the sound in "onion."

CORRECTING AN ASSIGNMENT LESSON 15

BEFORE THE TELECAST

Situation The class is correcting the last question on the papers that they have exchanged. Thomas and Diane say they know the answer. The teacher tells them to raise their hand, and calls on Diane. Diane's answer is correct, but the teacher tells her to speak louder. The teacher again asks the class to exchange papers.

Visual Cue Cards Keep the "Situation" that I have read to you in mind. Now look at these cards as I give you the expressions for the dialogue in English.

DIALOGUE

Señora Silva:	Número diez.	Number ten
Tomás y Diana:	Yo la sé.	I know it.
Señora Silva:	Levanten la mano, por favor.	Raise your hand, please.
Diana:	Es Colombia.	It's Colombia.
Señora Silva:	Más alto, por favor.	Louder, please.
Diana:	Es Colombia.	It's Colombia.
Señora Silva:	Vamos a cambiarse los papeles.	Let's exchange papers.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Ask three pupils to animate their puppets for the appropriate characters in this dialogue. As the record is played, the puppets are animated and all pupils repeat.
2. Instruct the pupil who is to be el maestro (la maestra) for the next day to add Más alto and Levanten la mano, por favor to the list of commands he will give to the class.

LANGUAGE HINTS

1. In the Spanish pronunciation of Colombia each "o" is pronounced "oh." Avoid a dipthong glide.
2. The pronunciation of the Spanish "t" is different from the English "t." The tongue touches the back of the upper front teeth for the Spanish "t." The tongue for the English "t" touches the ridge of the roof of the mouth.

TEST ON LESSONS 9 THROUGH 15 LESSON 16

BEFORE THE TELECAST

This is the second test of the semester. It will cover the dialogue expressions from lessons 9-15. Have paper and pencil ready.

Answer	Test Item	
(Sí)	1. Está bien.	That's right.
(Sí)	2. Levanten la mano.	Raise your hand.
(No)	3. Vamos al patio de recreo.	Let's go to the playground.
(Sí)	4. Hace calor.	The weather is hot.
(No)	5. Vamos a jugar al béisbol.	Let's play baseball.
(No)	6. Yo tengo la pelota.	I have the ball.
(Sí)	7. Yo tengo el bate.	I have the bat.
(No)	8. Vamos a escribir.	Let's write.
(Sí)	9. No tengo mi lápiz.	I don't have my pencil.
(No)	10. Gracias. De nada.	Thank you. You're welcome.
(Sí)	11. Perdone, maestra.	Pardon me, teacher.
(No)	12. Estamos listos.	We're ready.
(No)	13. Más alto.	Louder.
(Sí)	14. Yo la sé.	I know it.
(Sí)	15. Vamos a cambiarse los papeles.	Let's exchange papers.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test given on television.
2. Visual Cue Cards Identify those test items missed most frequently. Use the cards from lessons 9-15 to review these Spanish expressions.
3. Practice "El Tortillero" with the song record. The music can also be found on page 81, of Singing in Harmony, enlarged edition.
4. The film, "El Tortillero" catalogue #6013, can be ordered through the Museum Film Loan Services. It is excellent for additional help in teaching and learning the song.

TEST ON LESSONS 9 THROUGH 15 LESSON 16

CANCIÓN El Tortillero	SONG The Tortilla Seller
Noche oscura, nada veo,	Dark night, nothing do I see,
Pero llevo mi farol	But I carry my lantern
Por tus puertas voy pasando	As I pass your doorway
Y cantando con amor.	Singing with love.
Mas voy cantando	But I go on singing
Con mucha pena.	With great sorrow.
¿Quién compra mis tortillitas?	Who will buy my small tortillas?
¡Tortillas buenas!	Good tortillas!

LANGUAGE HINTS

1. The Chilean folk song, "El Tortillero," tells the story of a street vendor selling *tortillas*. In Chile, *tortillas* look like small muffins. The song is also popular in other Latin American countries.
2. Remember the Spanish sounds of "ll" and "r". In *tortillero*, *tortillas*, and *tortillitas*, pronounce the "ll" with a "y" sound. Trill the "r" with the tongue vibrating against the roof of the mouth.

COLLECTING LUNCH MONEY LESSON 17

BEFORE THE TELECAST

Situation Mrs. Silva asks how many pupils are going to eat hot lunch in the cafeteria. Linda, one of the cadets, asks the pupils to raise their hands as she counts and gives the number to the teacher. Mrs. Silva then thanks her.

Visual Cue Cards Remember the "Situation" I have just read to you as I show you the cards for the dialogue and tell you the expressions in English.

DIALOGUE

Señora Silva:	¿Cuántos van a la cafetería?	How many are going to the cafeteria?
Linda:	¡Levanten la mano!	Raise your hands.
	Uno, dos, tres,	One, two three,
	cuatro, cinco, seis,	four, five, six,
	siete, ocho, nueve,	seven, eight, nine,
	diez, once, doce.	ten, eleven, twelve.
	Doce.	Twelve.
Señora Silva:	Gracias.	Thank you.
Linda:	De nada.	You're welcome.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Write the numbers from 1 to 12 on the chalkboard. Ask-¿Cuántos van a la cafetería? as you point to a number. Pupils are to respond with the correct number. Thank them-Gracias. Pupils should respond-De nada. Continue asking the question as you point to other numbers. Then instruct a pupil to ask the question as he points to the numbers.
2. The pupil who is taking the part of el maestro (la maestra) asks-¿Cuántos van a la cafetería? Pupils going to the cafeteria raise their hands. The pupil who is "the teacher" counts them in Spanish.
3. Practice "El Tortillero" with the song record or with the film. An audio tape, containing only the piano and guitar accompaniment for this song, is available upon request from the studio teacher.

LANGUAGE HINTS

1. Make sure you pronounce cafetería in the Spanish way, (kah-fay-tay-ree-ah). Trill the "r".
2. Pupils have a tendency to mispronounce gracias--especially if they see the word in print too soon. The "c" should be pronounced with an "s" sound. Avoid the "sh" sound of the English word "gracious."

TAKING LUNCH MONEY TO THE OFFICE LESSON 18

BEFORE THE TELECAST

Situation Mrs. Silva asks Ann to go to the office with the lunch money. Ann has to walk in front of the teacher and begs her pardon. The office secretary, Miss Gomez, asks Ann how many are going to eat in the cafeteria. Ann answers that there are twelve. The secretary counts the money, says its correct, and thanks Ann.

Visual Cue Cards Look at these cards for the dialogue as I give you the expressions in English.

DIALOGUE

Señora Silva:	Pasa a la oficina, por favor.	Go to the office, please.
Ana:	(Walking in front of teacher) Con su permiso.	Excuse me.
Señora Silva:	Pasa.	You're excused.
	(In the office)	
Señorita Gómez:	¿Cuántos van a la cafetería?	How many are going to the cafeteria?
Ana:	Doce.	Twelve.
Señorita Gómez:	Está bien. Gracias.	That's right. Thank you.
Ana:	De nada.	You're welcome.

SUPPLEMENTARY (Numbers from eleven to fifteen)

Once, doce, trece, catorce, quince

SUGGESTED FOLLOW-UP ACTIVITIES

1. Practice the first three lines of the dialogue by having the last pupil in the first row respond to your request-Pasa a la oficina, por favor. As he walks in front of you, he says-Con su permiso. You reply-Pasa. Practice in the same way with the last pupil in the other rows, etc.
2. Visual Cue Cards Distribute a card to the first pupil of each row. As the record is played, the pupil who has the card corresponding to the expression holds his card up high. All pupils in his row repeat that expression. Rotate cards and rows.

3. Planning for the Next Lesson Ask each pupil to bring pictures of a hamburger and french fries. Also have each pupil prepare a sign, LA CAFETERÍA.

LANGUAGE HINTS

1. In the expression, De nada, the first "d" is pronounced like the "d" in the English word "day". The second "d," because it comes between two vowels, is pronounced softly like the "th" in the English word "they."
2. If the written symbol in Spanish is seen before its pronunciation becomes a habit, there will be a strong tendency to let the English sound habits interfere. The result will be Spanish words pronounced with English sounds.

LOOKING FOR THE CAFETERIA LESSON 19

BEFORE THE TELECAST

Situation It is lunch time. Michael asks Thomas where the cafeteria is. Just as Thomas says he does not know, Michael sees it. Michael asks Thomas if he likes the hamburger and fried potatoes on the day's menu. Thomas says he does, and Michael says he does, too.

Visual Cue Cards Watch as I show you the cards for the dialogue and tell you in English what the persons are saying.

DIALOGUE

Miguel:	¿Dónde está la cafetería?	Where is the cafeteria?
Tomás:	Yo no sé.	I don't know.
Miguel:	¡Mira! Está allí.	Look! It's over there.
Tomás:	¡Ah! ¡Hamburguesa y papas fritas!	Oh, hamburger and french fries!
Miguel:	¿Te gustan?	Do you like them?
Tomás:	Sí, me gustan.	Yes, I like them.
Miguel:	A mí también.	I do, too.

SUPPLEMENTARY (Numbers from sixteen through twenty)

diez y seis
diez y siete
diez y ocho
diez y nueve
veinte

SUGGESTED FOLLOW-UP ACTIVITIES

1. Ask each pupil to place his CAFETERÍA sign and picture of hamburger and french fries prepared for this lesson on his desk. Play the record. Tell pupils to hold up the correct picture and make an appropriate gesture as they listen and repeat each line of the dialogue.
2. Take the role of Michael and instruct one pupil to be Thomas. Act out the conversation making use of the gestures and objects used on television as a guide.

3. Los Números. The object of the game is to practice the numbers from 1-20. While practicing the numbers, a certain agreed upon Spanish expression such as Me gusta can be reviewed. Decide on a certain number such as 4. Tell all pupils to stand-Levántense.

   Point to the first pupil who should say-uno, the next pupil says-dos, the third pupil replies-tres, the fourth pupil says-Me gusta (The agreed upon expression). The fifth pupil says-cinco, the sixth pupil says-seis, the seventh-siete, the eighth pupil replies-Me gusta (because eight is a multiple of four.)

   The expression, Me gusta, should be substituted for each multiple of 4. Those who miss must sit down. Continue with the numbers to 20. A different number and its multiples can be substituted for 4. A different Spanish expression can also be substituted. The last person standing is the winner.

LANGUAGE HINTS

1. Remember that the "h" in hamburguesa is silent, and the "r" is trilled.
2. Use the appropriate gesture each time you use the Spanish expression, Mira. Place the right index finger just below the right eye and then point.

DISMISSING THE CLASS LESSON 20

BEFORE THE TELECAST

Situation Prior to dismissing her pupils, Mrs. Silva asks them to sit down. Linda asks Thomas what time it is. Thomas says it's 3 o'clock. The teacher asks for silence and tells Thomas to close the windows. Thomas says he is glad to do so. The teacher then dismisses one row at a time.

Visual Cue Cards Now that I've read the "Situation" to you, look at the cards for this lesson. Watch each picture carefully so you can associate it with the dialogue expressions that I will now give in English.

DIALOGUE

Señora Silva:	¡Siéntense, por favor!	Sit down, please.
Linda:	¿Qué hora es?	What time is it?
Tomás:	Son las tres.	It's three o'clock.
Señora Silva:	¡Silencio!	Quiet!
	Tomás, cierra la ventana.	Thomas, close the window.
Tomás:	Con mucho gusto.	Gladly.
Señora Silva:	Esta fila. Pasen ustedes.	This row. Pass.

SUPPLEMENTARY (Numbers from twenty through thirty)

veinte
veinte y uno
veinte y dos
veinte y tres
veinte y cuatro
veinte y cinco
veinte y seis
veinte y siete
veinte y ocho
veinte y nueve
treinta

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record through once. Have pupils listen and repeat. Play the record again. Assign each row a different line of dialogue to repeat during the pauses. Alternate rows and lines of dialogue.
2. Instruct the pupil who is taking the part of el maestro to dismiss the class using the expressions: Siéntense, Silencio, Cierra la ventana, and Esta fila. Pasen ustedes.

LANGUAGE HINTS

1. Remind pupils that they must make a conscious effort to pronounce the Spanish "r" and not the English "r."
2. Give the word esta its proper stress. Sometimes a word will change its meaning if the stress is changed. For example: Esta fila (This row), Está allí (It's over there).

REVIEW OF LESSONS 17 THROUGH 20 LESSON 21

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" to you. Then I will show you the card and read the expressions in English for each dialogue.

Situation Diane takes the role of the teacher as she helps the class practice telling time. She asks what time it is, and many pupils exclaim that they know. Mrs. Silva tells them to raise their hands. Diane calls on Michael who says it is 12 o'clock, Mrs. Silva asks him to speak louder.

DIALOGUE

Diana:	¿Qué hora es?	What time is it?
Alumnos:	Yo la sé.	I know it.
Señora Silva:	Levanten la mano, por favor.	Raise your hand, please.
Miguel:	Son las doce.	It's twelve o'clock.
Señora Silva:	Más alto, por favor.	Louder, please.
Miguel:	Son las doce.	It's twelve o'clock.

Situation It is time for the class to go to the cafeteria. Row two starts leaving without being dismissed. Mrs. Silva tells them to wait a minute, and row two begs her pardon. She tells them to sit down. She then dismisses all rows except row two. Row two says it is ready, and she dismisses them.

DIALOGUE

Señora Silva:	Esta fila, un momento.	This row, one moment.
Fila dos:	Perdone.	Pardon.
Señora Silva:	Siéntense, por favor.	Sit down, please.
Fila dos:	Sí, maestra.	Yes, teacher.
Señora Silva:	(Points to row 1) Esta fila. Pasen ustedes. (Continues with all rows except two)	 This row. Pass.
Fila dos:	Estamos listos.	We are ready.
Señora Silva:	Pasen a la cafetería.	Pass to the cafeteria.

Situation (This dialogue is supplementary, it will not be presented on this telecast lesson.) Ann, who is with Linda, asks if she likes the fried potatoes. She says she does. Ann says she does, too.

DIALOGUE

Linda:	¡Mira! ¡Papas fritas!	Look! French fries!
Ana:	¿Te gustan?	Do you like them?
Linda:	Sí, me gustan mucho.	Yes, I like them very much.
Ana:	A mí también.	I do, too.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Assign three groups of pupils to practice the dialogues with the record and cards. Each group will give its conversation in front of the class the next day. Ask the groups to refer to the persons, objects, and actions on the cards to show that they know the meaning of the Spanish expressions.

2. Grade the pupils on their performance on this lesson as well as on the other review lessons. Each pupil should have an opportunity to participate in at least one of the review dialogues in lessons 21, 22, or 23.

3. El Libro After practicing the numbers from one to thirty in Spanish, try this game. The object of the game is to see which row can count to thirty the quickest. The first pupil in each row holds a book. He says-uno, and passes the book to the pupil behind him. This pupil should say the next number-dos. If he does not know the number, the book passes on until someone in his row can say the Spanish number. The first row that reaches the number thirty is the winner and announces-Estamos listos (We are ready).

REVIEW OF LESSONS 1 THROUGH 8 LESSON 22

BEFORE THE TELECAST

Visual Cue Cards I will read the "Situations" of the three dialogues to you. Then I'll give the dialogue expressions in English. Look at the cards so you can associate the pictures with the expressions.

Situation Mrs. Lerma greets Michael who is calling for her son, Thomas. Michael asks where Thomas is, and Mrs. Lerma says he is in Canada. Michael remarks that it is cold in Canada and Mrs. Lerma agrees.

DIALOGUE

Miguel:	¿Cómo está usted, señora?	How are you?
Señora Lerma:	Muy bien, gracias.	Very fine, thank you.
Miguel:	¿Dónde está Tomás?	Where is Thomas?
Señora Lerma:	Está en Canadá.	He is in Canada.
Miguel:	Hace frío en Canadá, ¿verdad?	The weather is cold in Canada, isn't it?
Señora Lerma:	Sí, es verdad.	Yes, it's true.

Situation Peter enters the library. The librarian, Mrs. Diaz, asks him to close the door. He does so. He finds a book about Mexico. She asks Peter if he likes the book. He says he does, and they talk about Mexico's nice weather.

DIALOGUE

Señora Días:	Cierra la puerta,por favor.	Close the door, please.
Pedro:	Con mucho gusto.	Gladly.
Señora Días:	¿Te gusta el libro?	Do you like the book?
Pedro:	Sí, me gusta.	Yes, I like it.
Señora Díaz:	Hace buen tiempo en Mexico, ¿verdad?	The weather is nice in Mexico, isn't it?
Pedro:	Sí, es verdad.	Yes, it's true.

REVIEW OF LESSONS 1 THROUGH 8 LESSON 22

Situation (This dialogue is supplementary. It will not be presented on this telecast lesson.)
Diane, Linda, and Ann are going to a movie. Ann calls for them and asks if they are ready. Father tells Diane and Linda to hurry. On the way out, Ann excuses herself.

DIALOGUE

Ana:	¿Están listas, Diana y Linda?	Are Diane and Linda ready?
Papá:	Niñas, Ana está aquí. Apúrense.	Girls, Ann is here. Hurry.
Diana y Linda:	Estamos listas.	We are ready.
Ana:	Con su permiso.	Excuse me.
Papá:	Pasa, Ana.	Go ahead, Ann.
Diana y Linda:	Hasta pronto, papá.	See you soon, dad.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Assign three groups of pupils to practice the dialogues with the record. The pupils are to give their conversations in front of the class the next day. After each dialogue has been presented, each pupil says his expression again as the class repeats after him.
2. Give extra credit to those who presented the dialogues.
3. Select a committee of three pupils to collect pictures of objects to be used in the ¿Qué es esto? game, which is scheduled for follow-up activity #1, in Lesson 23.

REVIEW OF LESSONS 9 THROUGH 16 LESSON 23

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" to you. Then I will show you the card and read the expression in English for each dialogue.

Situation The pupils are getting ready to elect class officers. Ann asks them to write their choices. Michael says he doesn't have paper, and Thomas gives him paper. Ann asks if they are ready, and they say they are.

DIALOGUE

Ana:	Vamos a escribir.	Let's write.
Miguel:	No tengo mi papel.	I don't have my paper.
Tomás:	Aquí tienes papel.	Here is paper.
Ana:	Ahora, ¿están listos?	Now, are you ready?
Alumnos:	Sí, estamos listos.	Yes, we are ready.

Situation The class is going to play a Spanish game. Diane asks what game they will play. The teacher says the game is "What is this?" She asks Michael to identify a ball in Spanish. He does. Diane identifies a book correctly, but she is asked to speak louder.

DIALOGUE

Diana:	¿Qué vamos a jugar?	What are we going to play?
Señora Silva:	«¿Qué es esto?»	"What is this?"
Todos:	¡Qué bueno!	Good!
Señora Silva:	¿Qué es esto? (Points to ball)	What is this?
Miguel:	Es una pelota.	It is a ball.
Señora Silva:	¿Qué es esto? ¿Diana?	What is this? Diane?
Diana:	Es un libro.	It is a book.
Señora Silva:	Más alto, Diana.	Louder, Diane
Diana:	Es un libro.	It is a book.
Señora Silva:	Está bien.	That's right.

Situation The weather does not permit outside recess. the teacher decides to play a variation of "Simon Says" with her class. She gives directions in Spanish. After pupils have had a chance to react to each command, the teacher performs the correct action himself so that pupils will know if their action was correct. Pupils have paper and pencil on their desk. For each correct action they tally a point.

SIMÓN DICE

Vamos a jugar «Simón Dice» .	Let's play, "Simon Says."
¡Silencio!	Quiet!
Levanten la mano.	Raise your hand.
Vamos a escribir.	Let's write.
Vamos a cambiarse los papeles.	Let's exchange papers.
Levántense.	Stand up.
Siéntense.	Sit down.
Tomás, cierra las ventanas, por favor.	Thomas, close the windows, please.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the game *¿Qué es esto?* by dividing the class into teams (boys vs. girls etc.) Keep score. Use the pictures brought in by the committee or the *Visual Cue Cards* for this game. Hold up each picture and ask individual members of each team *¿Qué es esto?* The answers should be in complete sentences, such as the following: *Es el bate*. (*lápiz, papel, suéter, patio de recreo*); *Es la bicicleta*. (*camisa, blusa, puerta, ventana, cafetería, oficina, hamburguesa*). Write the numbers from 1-30 on the board for each team member to identify. Ask *¿Qué es esto?* as you point to a number for a team member to identify in Spanish. Be sure to use *Está bien* when pupils respond correctly.
2. Play, *Simón Dice*, using the same expressions and directions listed in dialogue #3. Change the order of presentation. For variation--hold up the *Visual Cue Card* for this game, point to an action depicted on the card, and give a Spanish command. Pupils answer-*Sí* if the action pointed to agrees with the Spanish command and-*No* if it does not.

SEMESTER TEST LESSON 24

BEFORE THE TELECAST

On this last telecast lesson, you will have an opportunity to test your understanding of the dialogue expressions which we have been learning this past semester. You will need paper and pencil.

Note to Teacher: Please forward the completed test results to the studio teacher. Use form on page 49.

Answer	Test Item	
(4)	1. Cuatro	Four
(8)	2. Ocho	Eight
(6)	3. Seis	Six
(10)	4. Diez	Ten
(7)	5. Siete	Seven
(9)	6. Nueve	Nine
(No)	7. Pasa a la oficina.	Go to the office.
(No)	8. ¿Cuántos van a la cafetería?	How many are going to the cafeteria?
(Sí)	9. ¿Dónde está la cafetería?	Where is the cafeteria?
(Sí)	10. El libro está allí.	The book is over there.
(No)	11. Me gustan las papas fritas.	I like french fries.
(No)	12. ¿Qué hora es? Sòn las tres.	What time is it? It's three o'clock.
(Sí)	13. Tomás cierra la ventana.	Thomas, close the window.
(Sí)	14. Esta fila. Pasen ustedes.	This row. Pass.
(No)	15. Con su permiso. Pasa.	Excuse me. Go ahead.
(Sí)	16. ¿Están listos? Estamos listos.	Are you ready? We are ready.
(No)	17. Levántense.	Stand up.
(No)	18. ¡Silencio!	Quiet!
(No)	19. Aquí tienes un lápiz.	Here is a pencil.
(Sí)	20. Está bien.	That's right.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test. Please send the test results to the studio teacher. Follow the form below. Please do not send in individual pupil test papers.
2. Visual Cue Cards Review the entire semester by holding up the cards one at a time. The pupil who first gives the correct Spanish expression associated with the cards is given that card. The pupil with the most cards is designated the winner.

RESULTS OF SPANISH 6th GRAIE, SEMESTER 3. TEST

School:_______ Teacher:_______ Enrollment:____

Test Item	No. Correct Responses
1.	________
2.	________
3.	________
4.	________
5.	________
6.	________
7.	________
8.	________
9.	________
10.	________
11.	________
12.	________
13.	________
14.	________
15.	________
16.	________
17.	________
18.	________
19.	________
20.	________

Number of pupils scoring 20 correct: ____
Number of pupils scoring 16-19 correct: ____
Number of pupils scoring 11-15 correct: ____
Number of pupils scoring 6-10 correct: ____
Number of pupils scoring 1-5 correct: ____

TOTAL PUPILS ____

SUGGESTIONS: ______________________________
____
____
____
____

GIRLS' NAMES IN SPANISH

English	Spanish	Pronunciation
Alice	Alicia	(AH-LEE-S'YAH)
Anita, Annie	Anita	(AH-NEE-TAH)
Anna, Ann	Ana	(AH-NAH)
Barbara	Bárbara	(BAR-BAH-RAH)
Betty	Chavela	(CHA-VAY-LAH)
Caroline	Carolina	(KAH-RO-LEE-NAH)
Charlotte	Carlota	(KAR-LO-TAH)
Dorothy	Dorotea	(DO-RO-TAY-AH)
Eleanor, Leonora	Leonor	(LAY-OH-NOHR)
Elizabeth, Isabel	Isabel	(EE-SAH-BEHL)
Ellen, Helen	Elena	(AY-LAY-NAH)
Eve	Eva	(AY-VAH)
Jane, Jean, Joan	Juana	(HWAH-NAH)
Jeanette, Jenny	Juanita	(HWAH-NEE-TAH)
Julie	Julia	(HOO-L'YAH)
Katherine, Kathleen	Catalina	(KAH-TAH-LEE-NAH)
Lucy	Lucía	(LOO-CEE-AH)
Margaret	Margarita	(MAHR-GAH-REE-TAH)
Mary, Marie	María	(MAH-REE-AH)
Mary Ann	Ana María	(AH-NAH MAH-REE-AH)
Rose	Rosa	(ROH-SAH)
Susan	Susana	(SOO-SAH-NAH)
Susie	Susita	(SOO-SEE-TAH)

NOTE: Remember that the Spanish "r" is trilled. There is no sound like the English "r" in Spanish.

BOYS' NAMES IN SPANISH

English	Spanish	Pronunciation
Albert	Alberto	(AHL-BEHR-TOH)
Charles	Carlos	(KAHR-LOS)
Edward	Eduardo	(AY-DWAHR-DOH)
Frank	Pancho, Paco	(PAHN-CHO, PAH-KO)
Frederick	Federico	(FAY-DAY-REE-KO)
George	Jorge	(HOR-HAY)
Gregory	Gregorio	(GRAY-GOH-R'YOH)
James	Jaime, Diego	(HAI-MAY, D'YAY-GO)
John	Juan	(HWAHN)
Joseph, Joe	José	(HO-SAY)
Mark	Marcos	(MAHR-KOS)
Martin	Martín	(MAHR-TEEN)
Michael	Miguel	(MEE-GEHL)
Paul	Pablo	(PAH-BLOH)
Peter	Pedro	(PAY-DROH)
Philip	Felipe	(FAY-LEE-PAY)
Richard	Ricardo	(REE-KAHR-DOH)
Robert	Roberto	(ROH-BEHR-TOH)
Roger	Rodrigo	(ROH-DREE-GOH)
Ronald	Ronaldo	(ROH-NAHL-DOH)
Stephen	Esteban	(EHS-TAY-BAHN)
Thomas	Tomás	(TOH-MAHS)

LANGUAGE PATTERNS AND VOCABULARY

English	Spanish	Lessons
A lot	Mucho	21
And my shirt?	¿Y mi camisa?	4
Ann is here.	Ana está aquí.	22
Are you ready? (Girls)	¿Están listas?	2,4,8,22
__________ (Boys)	¿_____ listos?	4,6,12,14,23,24
Boys	Niños	1,12,14
Close the door.	Cierra la puerta.	7,8,22
________ window.	________ ventana.	20,24
________ windows.	______ las ventanas.	23
Dad	Papá	4,22
Do you like my blouse?	¿Te gusta mi blusa?	4
___________ sweater?	¿__________ suéter	2,8
________ the book?	¿________ el libro?	22
Do you like them?	¿Te gustan?	19,21
Excuse me.	Con su permiso	7,8,18,22,24
French fries	Papas fritas	19,21
Get up.	Levántense	1,4,7,8,23,24
Girls	Niñas	22
Gladly	Con mucho gusto	7,8,20,22
Good	Bueno	10
Good-bye	Adiós	3,12
Go to the office.	Pasa a la oficina.	18,24
Hamburger	Hamburguesa	19
He (she) is in California.	Está en California.	5
___________ Canada.	_______ Canadá.	22
Here is a pencil.	Aquí tienes un lápiz.	13,24
_______ paper.	___________ papel.	23
Here it is.	Aquí está.	3,4
How are you? (Familiar)	¿Cómo estás?	3,8
How are you? (Polite)	¿Cómo está usted?	22
How many are going to the cafeteria?	¿Cuántos van a la cafetería?	17,18,24

How nice!	¡Qué bueno!	23
Hurry.	Apúrense.	1,2,3,4,8, 12,22
I do, too.	A mí también.	19,21
I don't have my paper.	No tengo mi papel.	23
______ pencil.	______ lápiz.	13
I don't know.	Yo no sé.	3,8,9,11, 12,19
I have my pencil.	Yo tengo mi lápiz.	16
______ the ball.	______ la pelota.	11,12,16
______ the bat.	______ el bate.	11,16
______ your book.	______ tu libro.	12
I know it.	Yo la sé.	15,16,21
I like it.	Me gusta.	2,4,22
______ baseball.	______ el béisbol.	11
I like them.	Me gustan.	19,21
______ french fries.	______ las papas fritas.	24
Isn't it?	¿Verdad?	1,4,6,22
It's a ball.	Es una pelota.	23
____ a book.	__ un libro.	23
____ Colombia.	__ Colombia.	15
It's eight o'clock.	Son las ocho.	3
____ nine o'clock.	______ nueve.	12
____ seven o'clock.	______ siete.	1,8
____ ten o'clock.	______ diez.	9
____ three o'clock.	______ tres.	4,20,24
____ twelve o'clock.	______ doce.	21
It's over there.	Está allí.	3,4,12,19
It's true.	Es verdad.	9,22
Let's exchange papers.	Vamos a cambiarse los papeles.	14,15,16, 23
____ go to the playground.	____ al patio de recreo.	10,12,16
____ play baseball.	____ a jugar al béisbol.	11,16
____ play "Simon Says."	____ a jugar «Simón Dice.»	23
____ write.	____ a escribir.	13,16,23
Look.	Mira.	19,21
Louder.	Más alto.	15,16,21,23
Mom	Mamá	2,3,4,12
Mexico	México	22

My name is Michael.	Me llamo Miguel	6,8
Now	Ahora	19,21
Numbers 1-12	Números 1-12	15,17,18,24
One moment	Un momento	2,4,12,21
Panama	Panamá	12
Pardon me.	Perdone.	14,16, 21
Pass.(Go ahead) (Singular)	Pasa.	7,8,18,22,24
Pass.(Plural)	Pasen ustedes.	10,20,21,24
____ to the cafeteria.	_____ a la cafetería.	21
Please	Por favor	7, 14,15,18,20, 21,22,23
Quiet!	¡Silencio!	14,20,23,24
Raise your hand.	Levanten la mano.	15,16,17,21,23
See you soon.	Hasta pronto.	22
_______ tomorrow.	_____ mañana.	12
Sit down.	Siéntense.	7,8,9,12,20 21,23
Teacher	Maestra, maestro	14,16,21
Thank you.	Gracias.	5,8,13,16,17, 18,22
That's right.	Está bien.	9,16,18,23,24
The book is over there.	El libro está allí.	24
The pledge to the flag	La jura de la bandera	7
There	Allí	5
The weather is cold.	Hace frío.	6,8,12,22
______________ hot.	____ calor.	9,12,16
______________ nice.	____ buen tiempo.	1,4,5,8,10,12, 22
This row	Esta fila	10,20,21,24
Veracruz is here.	Veracruz está aquí.	9
Very fine	Muy bien	5,8,22
We are ready. (Boys or boys & girls)	Estamos listos.	6,12,14,16,21, 23,24
____________ (Girls)	_______ listas.	22
What are we going to play?	¿Qué vamos a jugar?	23
What is this?	¿Qué es esto?	23
What is your name?	¿Cómo te llamas?	6,8
What time is it?	¿Qué hora es?	1,8,9,12,20, 21,24
Where is my bat?	¿Dónde está mi bate?	12

Where is my bicycle?	¿Dónde está mi bicicleta?	3,8
__________ book?	¿____________ libro?	12
__________ sweater?	¿____________ suéter?	4
_______ the ball?	¿_________ la pelota?	11
___________ cafeteria?	¿____________ cafetería?	19,24
_______ Peter?	¿_________ Pedro?	5
_______ Thomas?	¿_________ Tomás?	22
_______ Veracruz?	¿_________ Veracruz?	9
_______ your book	¿_________ tu libro?	3
You're welcome.	De nada.	13,16,17 18

PROVERBS

Cortesía de boca, mucho vale y poco cuesta.	Courteous speech is worth much yet costs little.
El ejercicio hace el maestro.	Practice makes perfect.

✓

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

MILWAUKEE PUBLIC SCHOOLS

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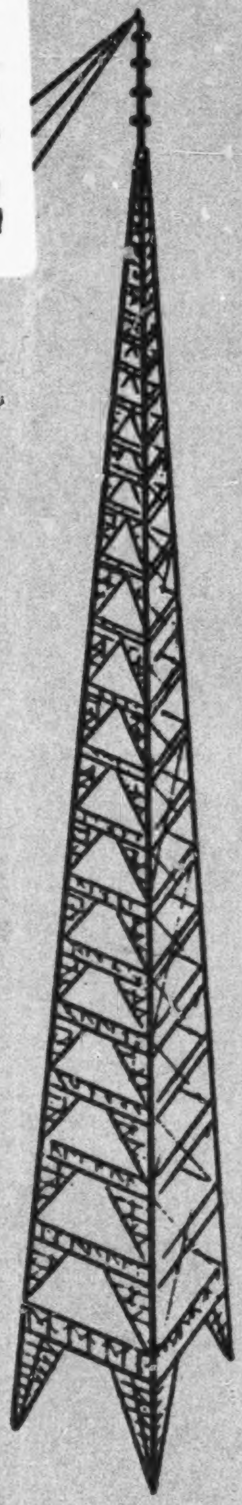

FOREIGN LANGUAGE FOR YOU

SPANISH

SIXTH GRADE

SEMESTER IV

FL 001 240

Instructional Television

FOREIGN LANGUAGE FOR YOU

SPANISH

Semester IV
Sixth Grade

A Teacher Guide

Prepared by the
Department of Elementary Curriculum and Instruction
and the
Department of Instructional Resources

Division of Curriculum and Instruction
Milwaukee Public Schools

1968

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Anthony Gradisnik,
Coordinator of Foreign Languages

Robert R. Suchy, Director
Department of Instructional Resources

Lillian Paukner, Executive Director
Department of Elementary Curriculum and Instruction

Dwight Teel, Assistant Superintendent
Division of Curriculum and Instruction

Richard P. Gousha, Superintendent of Schools

FOREWORD

The Spanish telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

It is hoped that this guide and the resources of television will help each classroom teacher to fulfill more completely his potentialities as a teacher.

The telecasts are designed to relate to the on-going curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.
2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.
3. To provide pupils with rewarding and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV, transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational Technical and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

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TO THE TEACHER

There is a 40-minute weekly time allotment for instruction in Spanish in the elementary school at the sixth grade level. This time should be spent in viewing the telecasts and in conducting the follow-up activities.

Purposes of the Course

To develop the ability to understand and speak a foreign language within a framework of limited conversational expressions.

To help pupils obtain a better idea of what is involved in the study of a foreign language.

To create interest in other peoples' languages and customs.

To enrich learning by correlating a foreign language with other phases of the school curriculum such as social studies, art, music, and physical education.

Pupil Achievement Goals for This Semester

Pupils should be able to:

1) Understand the dialogues when spoken at a normal rate of speed.
2) Associate what is said in the dialogues with the visual image of the person, object, or action.
3) Imitate the dialogues with correct intonation and pronunciation.
4) React spontaneously to greetings, farewells, classroom directions, courtesy expressions, and roll call.
5) Respond automatically to questions concerning: clock time (on the hour); name; weather; location of objects, persons, or countries; activities; cost of items; health; likes and dislikes.
6) Identify: common classroom objects, days of the week, months, Numbers 1-30, parts of the body.
7) Substitute various nouns within certain language patterns.
8) Understand when to use-¿Cómo está usted? and-¿Cómo se llama usted? in contrast to-¿Cómo estás? and-Cómo te llamas?
9) Recognize a few of the basic customs, gestures, and courtesies of Spanish-speaking people.

Lesson Content and Teaching Procedures

The dialogue in each lesson involves an activity in the school, outside the school, or in the home. The dialogues contain expressions which pupils and teachers are able to use everyday.

Language patterns from each dialogue are purposely reentered in later lessons with new vocabulary items.

The basic teaching procedure used in the telecasts follows the approach advocated by the Modern Language Association and the United States Office of Education:

> "The first presentation of vocabulary and structure is oral without any reference to the printed page, so that the pupils are able to say easily all the material they are going to read. This procedure has the following advantages:
>
> 1. The pupil pronounces more accurately by imitation of the spoken sounds and his pronunciation is not influenced by a spelling which may resemble English.
> 2. Fluency is assured and no time is lost in interpreting new vocabulary, since the pupil already knows what the sentences say and needs only to practice recognizing the written forms as he did when he began reading his own language." [1]

---

[1] Modern Foreign Languages in the Elementary School -- Teaching Techniques, Elizabeth Keese, Specialist, Foreign Languages, U. S. Department of Health, Education, and Welfare, 1960.

Role of the Classroom Teacher

In order for pupils to receive maximum benefit from the telecasts, the classroom teacher must establish the proper attitude and climate for learning a foreign language. The following procedures are recommended.

1. Prepare the pupils before each telecast by reading the dialogue "Situation" to them.
2. Follow the reading of the "Situation" by holding up the Visual Cue Cards and giving the dialogue expressions in English.
3. Do not pronounce the Spanish expressions for the class prior to the telecast.
4. Insist on complete attention and active participation by the pupils as you move around the classroom during the telecast.
5. Participate with your pupils during the telecast by imitating and repeating the expressions being taught.
6. Delay writing the conversational patterns until they have first been shown in print on the telecast.
7. Discourage pupils from writing in phonics what is heard on the telecast.
8. Confine the use of Spanish in the classroom to those basic expressions used on the telecast. This will help to eliminate common errors made by pupils in grammatical structure.
9. Use the Spanish expressions in appropriate situations during the school day.
10. Select one or two of the listed "Follow-up Activities" for additional practice after the telecast.
11. Use the record in the following manner:
    - -Listen to the Spanish expressions of the dialogue for comprehension, rhythm, and intonation.
    - -Play the second part of the lesson that contains the pauses for pupil repetition. Proceed as follows:
        - Entire class imitates the voice on the record
        - Sections of the class imitate the voice
        - Individual pupils imitate the voice
12. Encourage pupils to take the records home for additional practice.

13. Use the Visual Cue Cards after the telecast to practice the lesson. Follow the suggestions listed in the "Follow-up Activities" and in the Visual Cue Card notebook.
14. Give each pupil a Spanish name. Some common Spanish names, their pronunciations, and English equivalents can be found in the back of this guide.
15. Help pupils see how important their active participation is in learning Spanish by carefully reading the following "Pointers for Pupils" to them.

Pointers for Pupils

1. Listen carefully:
   - to the dialogue "Situation" when it is read to you in English before the telecast. This will make it easier for you to understand what will be taught on the telecast lesson.
   - to the studio teacher and imitate silently what you hear.
2. Repeat as accurately as you can when instructed to do so by: your classroom teacher, your studio teacher, and the voice on the record.
3. Pay close attention to:
   - the objects and gestures being used. They will help you determine the meaning of what is being said in Spanish.
   - the movement of the lips and tongue of the studio teacher as she models the Spanish expressions.
4. Practice each expression until you know it by heart. Use the records to help you. Use these expressions in class, at home, and with your friends.

Resources for Teachers

Telecasts for Teachers

These telecast lessons are especially designed to help the classroom teacher become acquainted with the lesson material prior to the telecasts for pupils. The exact time and dates will appear on the monthly "Television Schedule."

In-Service Course

An in-service course is offered each year to help classroom teachers with the basic expressions and fundamentals of Spanish.

Visits

The services of the studio teacher and supervisors are available for additional help in Spanish and forselecting additional materials, skits, and programs. Teachers are requested to make arrangements for these visits through their principal.

Visual Cue Cards

Visual Cue Cards have been prepared for each dialogue in every lesson. The back of each Visual Cue Card contains the Spanish expression, the phonetic pronunciation, and the English translation. The pictures are a valuable aid in providing a visual stimulus which will help the pupils more easily recall the dialogues. Their continued use is recommended for more effective learning.

Records

The records contain all of the dialogues and songs presented in the telecast lessons. Additional record sets may be obtained on request.

BEFORE THE TELECAST

Situation Mr. Moreno asks who is absent. Ann, the monitor, says Michael is absent. Mr. Moreno notices that Linda's seat is empty and asks if she is absent. Ann says that Linda is in the office.

Visual Cue Cards Keep the "Situation" that I have read to you in mind. Now look at these cards as I give you the expressions for the dialogue in English.

DIALOGUE

Señor Moreno:	¿Quién está ausente?	Who is absent?
Ana:	Miguel está ausente.	Michael is absent.
Señor Moreno:	¿Linda? ¿Está ausente?	Linda? Is she absent?
Ana:	No, está en la oficina.	No, she is in the office.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Hold up the Visual Cue Cards for this lesson as you play the record. Point to the appropriate character or action as the Spanish expression is said on the record.
2. Teach the question-¿Quién está ausente? to the first three rows, and the answer-Miguel está ausente. to the remaining rows. Use the record as needed. Then ask the rows to repeat their parts as you signal them. Have the rows switch parts. Follow the same procedure with the remaining two expressions-¿Linda? ¿Está ausente? and-No, está en la oficina. Have pupils act out the dialogue.
3. Select a pupil to take the role of the teacher as he sits at the teacher's desk. Select another pupil to be the attendance monitor.

LANGUAGE HINTS

1. The sound of "au" in ausente is pronounced much like the sound in the English word "out." The Spanish dipthong is pronounced without the glide found in English.
2. Refer to the back of the Visual Cue Cards for this lesson and other lessons for additional pronunciation help.
3. Pronounce está with a definite stress on the last syllable, tá. Placing the stress on the first syllable changes the meaning of the word.

NO ONE IS ABSENT — LESSON 26

BEFORE THE TELECAST

Situation Peter, the absence monitor, tells Mrs. Silva that no one is absent. Mrs. Silva asks Thomas to close the door. Because Thomas has to walk in front of the teacher, he excuses himself.

Visual Cue Cards Now that I've read the "Situation" to you, look at the cards for this lesson. Watch each picture carefully so you can associate it with the dialogue expressions that I will now read to you in English.

DIALOGUE

Señora Silva:	¿Quién está ausente?	Who is absent?
Pedro:	Nadie está ausente.	No one is absent.
Señora Silva:	Bueno.	Good.
	Tomás, cierra la puerta.	Thomas, close the door.
Tomás:	Con su permiso.	Excuse me.
Señora Silva:	Pasa, Tomás.	Go ahead, Thomas.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Play the record as you hold up the appropriate cards. Pupils are to look at the cards as they repeat each Spanish expression. This helps them associate what they see with what they say.
2. Hold up each card again and ask pupils to supply the expressions without help from the record.
3. Practice roll call. Ask the first pupil in each row to report who is absent in his row. Ask-¿Quién está ausente? The first pupil answers-Nadie está ausente, or (Ana) está ausente, using the name of the pupil who is absent. Continue with the other rows.
4. Remember to use the Spanish classroom expressions and directions learned in previous lessons daily in your regular routine. You may want to appoint a different pupil each day to take your part as teacher, el maestro, (la maestra). The expressions on the next page should prove helpful.

CLASSROOM EXPRESSIONS AND DIRECTIONS

Apúrense	3
Cierra la puerta, por favor.	7
________ ventana, ________.	20
¿Cuántos van a la cafetería?	17
Esta fila, pasen ustedes.	10
¿Están listos?	8
Gracias.	5
La jura de la bandera.	7
Levanten la mano.	15
Levántense.	7
Más alto, por favor.	15
Pasen a la cafetería.	21
¿Qué hora es?	9
Siéntense.	17
Silencio.	14
Vamos al patio de recreo.	10

LANGUAGE HINTS

1. The Spanish sound of "t" in the words está, ausente, Tomás, and puerta is formed by having the tongue touch the back of the upper front teeth.
2. The Spanish "rr" sound as in cierra does not have a comparable English sound. To produce the Spanish "rr," the tip of a tense tongue should vibrate against the roof of the mouth two to five times.

BEFORE THE TELECAST

Situation Realizing that it is almost time for the Spanish lesson, the teacher asks what time it is. Linda says it is two o'clock. Mr. Moreno notices that the television set is not in the classroom. Thomas and Peter, the television cadets, say they forgot the set. The teacher tells them to hurry.

Visual Cue Cards Now that I've read the "Situation," I will show you the cards and read the dialogue expressions to you in English.

DIALOGUE

Señor Moreno:	¿Qué hora es?	What time is it?
Linda:	Son las dos.	It is two o'clock.
Señor Moreno:	¿Dónde está la televisión?	Where is the television?
Tomás:	¡Ay, se me olvidó!	Oh, I forgot it!
Pedro:	A mí también.	I did, too.
Señor Moreno:	Apúrense.	Hurry.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Practice the dialogue with the record and the Visual Cue Cards. Remember to point to the correct objects or persons on the cards when referred to on the record.

2. Watch it Grow This game gives additional practice with three expressions. Instruct the first pupil in each row to give the first line of the dialogue-¿Qué hora es? The second pupil in each row repeats-¿Qué hora es? and adds the next expression-Son las dos. The third pupil repeats-¿Qué hora es?, Son las dos, and adds the next expression,-¿Dónde está la televisión? The fourth pupil comes back to the first expression-¿Qué hora es? Follow the above procedure until everyone in each row has had a a turn. Continue the game using the next three lines of dialogues.

LANGUAGE HINTS

1. Remember that the "h" in Spanish words is never pronounced. Thus, the "h" in hora is silent.

2. Pronounce televisión with a clear "s" sound. Be careful not to make the English "sh" sound.

REVIEW OF LESSONS 25, 26, AND 27 LESSON 28

BEFORE THE TELECAST

Visual Cue Cards There are two dialogues in this review lesson. Listen as I read the "Situations" and show you the card for each dialogue.

Situation The class is going on a field trip. The busdriver, Mr. Columbus, reminds Mrs. Silva that it is eight o'clock. Mrs. Silva asks him to wait a minute since Michael is absent. Just then Michael rushes up and excuses himself because he has to walk in front of his teacher.

DIALOGUE

Señor Colón:	Son las ocho, señora.	It's eight o'clock.
Señora Silva:	Un momento. Miguel está ausente.	One moment. Michael is absent.
Miguel:	No, señora, estoy aquí.	No, mam, I'm here.
Señora Silva:	Bueno.	Good.
Miguel:	Con su permiso.	Excuse me.
Señora Silva:	Pasa, Miguel.	Go ahead, Michael.

Situation It's time for the library to close. The librarian, Mrs. Díaz, asks Diane, her assistant, to close the door. As Diane passes Thomas and Peter, she tells them to hurry. Thomas asks Peter where his book is. Peter says he forgot it.

DIALOGUE

Señora Díaz:	Cierra la puerta, por favor.	Close the door, please.
Diana:	Apúrense.	Hurry.
Tomás:	¿Pedro, dónde está tu libro?	Peter, where is your book?
Pedro:	¡Ay, se me olvidó!	Oh, I forgot it!

FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Choose one pupil from each of three rows to play the roles in the first dialogue. Point to the characters and actions on the card as you teach the pupils their parts. Have the class repeat also. Ask the three pupils to give the dialogue by themselves. If a pupil forgets his expression, his row should act as prompter. The other dialogue may be practiced in the same way.

2. Remind pupils that the disc recordings containing Lessons 25 through 28 can be taken home for additional dialogue practice. Be sure that the card containing the dialogue situations accompanies the disc.

   Note: Pupils may wish to purchase a set of records of their own. Contact the Department of Instructional Resources for information.

ADJUSTING THE TELEVISION SET LESSON 29

BEFORE THE TELECAST

Situation Thomas and Peter have adjusted the television set for the Spanish lesson. Prior to reading the dialogue situation, the teacher, Mr. Moreno, asks the class if the adjustment is all right. The class would like the television louder. The teacher thanks the cadets.

Visual Cue Cards Look at these cards for the dialogue as I give you the expressions in English.

DIALOGUE

Señor Moreno:	¿Está bien, niños?	Is it all right, boys and girls?
Alumnos:	Más alto, por favor. (Set is adjusted)	Louder, please.
Señor Moreno:	¿Ahora, está bien?	Now, is it all right?
Alumnos:	Sí, está bien.	Yes, it's all right.
Señor Moreno:	Gracias, Tomás y Pedro.	Thank you, Thomas and Peter.
Tomás y Pedro:	De nada.	You're welcome.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Cues Use verbal cues: Todos (all), Niños (boys), and Niñas (girls) to designate who is to repeat during the pauses on the record. In the first pause, cue all pupils to repeat by saying-Todos. In the second pause, cue the boys (girls) to repeat by saying-Niños, (Niñas). Use-Más alto (louder), when appropriate.
2. As you use the record, point to the characters and action on the Visual Cue Card to help pupils understand the meaning of the Spanish expression that they are hearing and repeating.
3. Appoint a pupil to be the teacher, el maestro (la maestra). El maestro should ask-¿Dónde está la televisión?, ¿Está bien, niños? and other Spanish expressions in appropriate situations during the school day. See follow-up activity Number 4 in Lesson 26 for additional classroom expressions.

LANGUAGE HINTS

1. The "ñ" in niños is pronounced like the "ni" combination in "onion."
2. The Spanish word y (and) is pronounced (ee). Avoid the English dipthong glide.

LESSON 30

BEFORE THE TELECAST

Situation After the Spanish lesson, Mr. Moreno asks Michael to turn off the television set. The teacher asks Thomas to name the song that was taught on the lesson. Thomas has forgotten, but Ann gives the name. The teacher then leads the class in practicing the song.

Visual Cue Cards Watch as I show you the cards for the dialogue and tell you in English what the persons are saying.

DIALOGUE

Señor Moreno:	Apaga la televisión.	Turn off the television.
Miguel:	Con mucho gusto.	Gladly.
Señor Moreno:	¿Cómo se llama la canción?	What is the name of the song?
Tomás:	Se me olvidó.	I forgot.
Ana:	Se llama «El Patio».	It's called "The Patio."
Señor Moreno:	Bueno. Vamos a practicarla.	Good. Let's practice it.

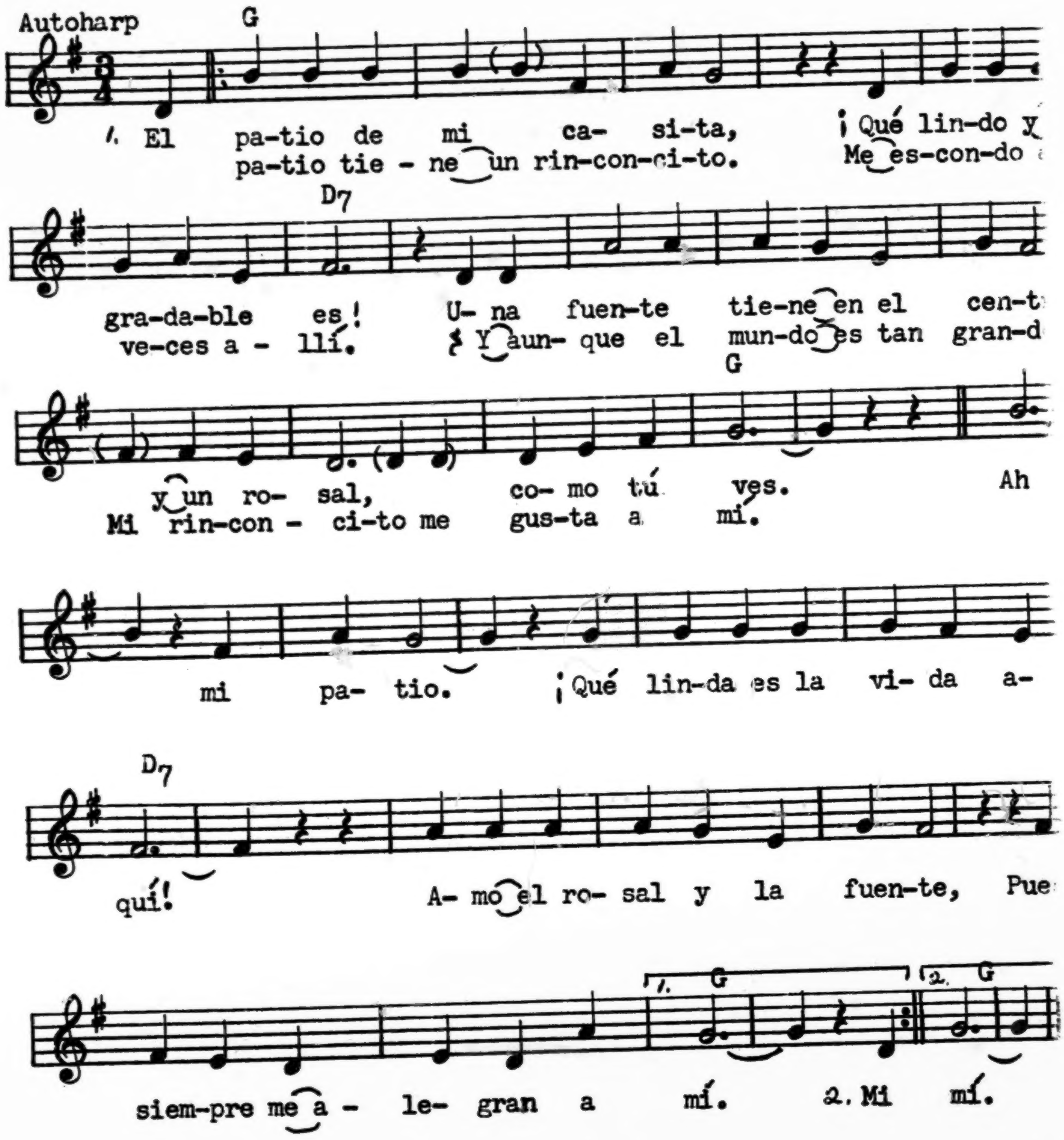
SUGGESTED FOLLOW-UP ACTIVITIES

1. El maestro should add-Apaga la televisión to the Spanish expressions he uses during the school day.
2. Ask four pupils to take the roles in today's dialogue. Place The Visual Cue Cards on the chalktray. Instruct each of the four pupils to point to his counterpart on the card as the record is played. All pupils repeat during the pauses.
3. Play the song "El Patio" which appears on the song record. Have the pupil listen. During the practice segment of the record, the pupil should repeat. Practice only the portion that was presented on the telecast lesson. You may wish to write the Spanish words to the song on the chalkboard or provide pupils with their own copies.

LANGUAGE HINTS

1. Although the Spanish word patio is spelled exactly like its English counterpart, the Spanish pronunciation is-(pah-t'yo). Do not anglicize the pronunciation.
2. Most Spanish homes have a patio that is usually centrally located. With its fountain, flowers, and birds, it is a favorite place to talk with friends, have a party, or simply to relax.

EL PATIO


Autoharp
G
1. El pa-tio de mi ca- si-ta, ¡Qué lin-do y
pa-tio tie - ne un rin-con-ci-to. Me es-con-do a
D7
gra-da-ble es! U- na fuen-te tie-ne en el cen-t
ve-ces a - llí. ¿Y aun- que el mun-do es tan gran-d
G
y un ro- sal, co- mo tú ves. Ah
Mi rin-con - ci-to me gus-ta a mí.
mi pa- tio. ¡Qué lin-da es la vi- da a-
D7
quí! A- mo el ro- sal y la fuen-te, Pue
1. G
2. G
siem-pre me a - le- gran a mí. 2. Mi mí.

BEFORE THE TELECAST

Situation As a follow-up activity, the class is going to listen to the record. Mr. Moreno asks Peter if he has the correct record, and Peter says he has. Mr. Moreno asks Peter to play Lesson Thirty-one. Peter asks if the class wants the volume louder. They say it is just right. The teacher then has each row repeat the expression.

Visual Cue Cards Listen as I give you the English expressions while I show you the cards that will help you learn this lesson's dialogue.

DIALOGUE

Señor Moreno:	¿Pedro, tienes el disco?	Peter, do you have the record?
Pedro:	Sí, tengo el disco.	Yes, I have the record.
Señor Moreno:	Lección treinta y uno, por favor.	Lesson Thirty-one, please.
Pedro:	¿Más alto?	Louder?
Alumnos:	Está bien.	It's all right.
Señor Moreno:	Esta fila, repitan ustedes.	This row, repeat.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Add esta fila to the list of verbal cues that can be used by the "teacher" to designate who is to repeat during the pauses on the record.

2. As an addition to the verbal cues above, ask the pupil who is el maestro for the day to point to the characters and actions on the Visual Cue Cards as the record is played.

3. Practice the new verse of "El Patio" with the song record. Instruct the boys and girls to alternate lines (boys-Line 1, girls-Line 2, boys-Line 3, etc.) as they sing the song. Then have the boys and girls sing the song in unison.

LANGUAGE HINTS

1. Pronounce the "cc" in lección this way, (lehk-s'yon)

2. Spanish numbers from 16-99 are formed using a set pattern:
   16-19 (diez y seis, diez y siete, etc)
   21-29 (veinte y uno, veinte y dos, etc)
   31-39 (treinta y uno, treinta y dos, etc)

TEST ON LESSONS 25-31 LESSON 32

BEFORE THE TELECAST

How much Spanish do you remember? Today you will be given a test to find out how well you are doing. It will measure your understanding of the expressions in the dialogues. Now take out paper and pencil.

Answers

B	1.	Apaga la televisión.	Turn off the television set.
A	2.	¿Quién está ausente?	Who is absent?
A	3.	Linda está ausente.	Linda is absent.
B	4.	Nadie está ausente.	No one is absent.
C	5.	Tomás está en la oficina.	Thomas is in the office.
B	6.	Se me olvidó.	I forgot.
A	7.	¿Dónde está tu libro?	Where is your book?
C	8.	Cierra la puerta.	Close the door.
C	9.	Con su permiso. Pasa.	Excuse me. Go ahead.
B	10.	Estoy aquí.	I am here.
C	11.	Más alto.	Louder.
B	12.	¿Cómo se llama la canción?	What is the name of the song?
A	13.	Vamos a practicar la canción.	Let's practice the song.
A	14.	Yo tengo el disco.	I have the record.
A	15.	Esta fila, repitan ustedes.	This row, repeat.

CANCIÓN El Patio

Refer to Lesson 30 for the words and music for this song.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test after the telecast lesson. Use the Visual Cue Cards to practice the items missed most often on the test. If convenient to do so, please send a compilation of the test results to the studio teacher via museum delivery.
2. Practice the complete song "El Patio" by singing along with the record.

A TELEPHONE CONVERSATION LESSON 33

BEFORE THE TELECAST

Situation Thomas and Michael are on the telephone trying to decide what to do. Thomas suggests playing baseball, but Michael thinks it is too hot. Thomas then suggests going to a movie, and Michael likes the idea.

Visual Cue Cards To help you with this lesson's dialogue, look at the cards as I give you the English expressions.

DIALOGUE

Tomás:	Vamos a jugar al béisbol.	Let's play baseball.
Miguel:	No. Hace mucho calor.	No. The weather is very hot.
Tomás:	Pues, ¿vamos al cine?	Well, shall we go to the movies?
Miguel:	Sí, me gusta la idea.	Yes, I like the idea.

SUPPLEMENTARY

enero	January	marzo	March	mayo	May
febrero	February	abril	April	junio	June

SUGGESTED FOLLOW-UP ACTIVITIES

1. Play the record. Assign Row 1 to take the part of Tomás and Row 2 to take the part of Miguel. Instruct these rows to face each other. Do the same with Rows 3 and 4. Also divide Row 5 into two groups. Each row (group) is to repeat its part as the record is played.

2. Appoint a pupil from Row 1 to be Tomás and another pupil from Row 2 to be Miguel. Place the Visual Cue Cards for this lesson on the chalktray. The pupils say their parts as they point to the appropriate character or action on the card. Ask these pupils to choose one pupil from Row 3 and one from Row 4 to act out the conversation again.

LANGUAGE HINTS

1. The "j" in jugar is pronounced with an "h" sound as in the English word, "who."

2. Avoid English pronunciation in the word béisbol (bayz-bohl).

GOING TO THE MOVIES — LESSON 34

BEFORE THE TELECAST

Situation Thomas is taking his younger brothers to the movies. They say they are ready but Thomas, knowing that Michael needs his glasses, asks him where they are. It is a good reminder since Michael was about to leave them on the table.

Visual Cue Cards Now that I've read the "Situation" to you, watch carefully as I show you the cards for the dialogue and give the conversation in English.

DIALOGUE

Tomás:	¿Están listos?	Are you ready?
Pedro y Miguel:	Sí. Vamos al cine.	Yes. Let's go to the movies.
Tomás:	Miguel, ¿los anteojos, dónde están?	Michael, where are your glasses?
Miguel:	¡Mira, están en la mesa!	Look, they're on the table!

SUPPLEMENTARY

julio	July	septiembre	September	noviembre	November
agosto	August	octubre	October	diciembre	December

SUGGESTED FOLLOW-UP ACTIVITIES

1. Question-Answer Practice Ask the question-¿Están listos? All pupils (todos)reply-Sí. Vamos al cine. Ask the same question giving the verbal cue-niños to designate who is to answer. Use the other verbal cues, niñas and esta fila, to practice this answer. Do the same for the question-¿Los anteojos, dónde están? and its answer-¡Mira, están en la mesa! Use the object, eyeglasses, and the gesture for Mira when practicing this question and answer. Play the record as needed.
2. Planning for the next lesson Ask a volunteer to bring an apron, paper cups and play money (cents) to class.

LANGUAGE HINTS

1. Use the appropriate gesture each time you use the Spanish expression, Mira. Place the right index finger just below the right eye and then point with the same finger.
2. If the written symbol is seen before its pronunciation becomes a habit, there will be a strong tendency for the English sound habits to interfere. The result will be Spanish words pronounced with English sounds.

AT A DRIVE-IN RESTAURANT LESSON 35

BEFORE THE TELECAST

Situation After a movie, Peter and Thomas stop at a drive-in. Peter mentions how hot it is. Since the boys are short of money, Thomas asks the waiter (mesero) the price of a soda. It costs fifteen cents, and Thomas orders two. Peter tastes his soda and says he likes it.

Visual Cue Cards Now look at the cards as I tell you the English expressions for this dialogue.

DIALOGUE

Pedro:	¡Hace mucho calor!	The weather is very hot!
Tomás:	¿Cuánto cuesta una soda?	How much is a soda?
Mesero:	Quince centavos.	Fifteen cents.
Tomás:	Dos sodas, por favor.	Two sodas, please.
Pedro:	¡Ah, me gusta esta soda!	Oh, I like this soda!

SUPPLEMENTARY (Numbers from 16-20)

diez y seis, diez y siete, diez y ocho, diez y nueve, veinte

SUGGESTED FOLLOW-UP ACTIVITIES

1. Substitution Write the prices from $.10 to $.20 on the chalkboard. Ask the question-¿Cuánto cuesta una soda? Point to a price, $.10 on the chalkboard. Pupils answer-Diez centavos. Continue pointing to other prices and ask individual pupils to answer. Then ask a pupil to ask the question as he points to a price. This pupil calls on someone to answer. The pupil answering correctly then asks the question. Pupils may also make up their own price cards for practice with a partner.
2. Visual Cue Cards Post the cards. Point to each character and action on the card as the record is played and pupils repeat.
3. Ask three pupils to play the roles in the dialogue. The mesero should wear the apron brought in by the volunteer. Let the paper cups represent the soda. Tomás should pay for the soda with the play money. If a pupil forgets his Spanish expression, ask the class to prompt him.

LANGUAGE HINTS

1. Note the intonation in the exclamations and the question in this dialogue. Have pupils imitate the studio teacher and the voice on the record to acquire the correct intonation for each expression
2. Pronounce the two words diez y found in the numbers from 16-19 linking them into one word, (d'yay-see).

REVIEW OF LESSONS 33, 34, and 35 LESSON 36

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" and show you the card for each dialogue.

Situation The television repairman, Mr. Lopez, is checking the sound, and he asks Mrs. Lerma if it is all right. She wants it louder, and he adjusts it correctly. Mrs. Lerma asks how much it costs. He replies that it costs four dollars and thanks her.

DIALOGUE

Señor Lopez:	¿Está bien?	Is it all right?
Señora Lerma:	No, más alto, por favor.	No, louder, please.
Señor Lopez:	¿Ahora?	Now?
Señora Lerma:	Sí, está bien.	Yes, it's all right.
Señor Lopez:	Bueno.	Good.
Señora Lerma:	¿Cuánto cuesta?	How much does it cost?
Señor Lopez:	Cuatro dólares. Gracias.	Four dollars. Thank you.
Señora Lerma:	De nada.	You're welcome.

Situation After swimming, Thomas asks where his glasses are. Peter says he doesn't know. Michael says, "Look, here they are." Peter suggests they play baseball and Thomas likes the idea.

DIALOGUE

Tomás:	¿Dónde están mis anteojos?	Where are my glasses?
Pedro:	Yo no sé.	I don't know.
Miguel:	Mira, están aquí.	Look, here they are.
Pedro:	Pues, vamos a jugar al béisbol.	Well, let's play baseball.
Tomás:	Me gusta la idea.	I like the idea.

Situation Father is tired of television, and he asks Ann to turn it off. She hesitates because she likes the song being played. Father reminds Ann that she has the record and again asks her to turn off the television.

DIALOGUE

Papá:	Ana, apaga la televisión.	Ann, turn off the television.
Ana:	Papá, me gusta esta canción.	Dad, I like this song.
Papá:	Tienes el disco, ¿verdad?	You have the record, right?
Ana:	Sí, es verdad.	Yes, it's true.
Papá:	Pues, apaga la televisión, por favor.	Well, turn off the television, please.

SUPPLEMENTARY

veinte y uno - twenty-one
veinte y dos - twenty-two
veinte y tres - twenty-three
veinte y cuatro - twenty-four
veinte y cinco - twenty-five
veinte y seis - twenty-six
veinte y siete - twenty-seven
veinte y ocho - twenty-eight
veinte y nueve - twenty-nine
treinta - thirty

SUGGESTED FOLLOW-UP ACTIVITIES

1. Matching Select three pupils to hold each of the three Visual Cue Cards. Use the record to play short segments of this lesson's dialogues. The pupil who holds the card that matches the segment being played, holds his card high. If a pupil fails to hold up his card at the proper time, he is replaced by the pupil who prompts him.
2. Ask groups of pupils to practice the dialogues at home or after school with the record. Assign the pupils to give their dialogues in front of the class using the actual objects and appropriate gestures.

PREPARING TO GO SHOPPING LESSON 37

BEFORE THE TELECAST

Situation Mother tells Linda and Peter to get out of bed. Linda says that it is Saturday, and Peter reminds his mother that there is no school. When Mother says they are going shopping, Linda asks if the weather is nice.

Visual Cue Cards Now I'll read the English expressions for the dialogue to you as I hold up the cards.

DIALOGUE

Mamá:	¡Linda, Pedro, levántense!	Linda, Peter, get up!
Linda:	Hoy es sábado, mamá.	Today is Saturday, Mama.
Pedro:	No hay clases.	There are no classes.
Mamá:	Hoy vamos de compras.	Today we are going shopping.
Linda:	¿Hace buen tiempo?	Is the weather nice?
Mamá:	Sí. ¡Levántense!	Yes. Get up!

SUPPLEMENTARY

domingo - Sunday lunes - Monday martes - Tuesday
miércoles - Wednesday

SUGGESTED FOLLOW-UP ACTIVITIES

1. Clue Practice the dialogue with the record and Visual Cue Cards. Then try this game. Divide the class into teams, Row 1, Row 2, Row 3, etc. Orally give the first or first and second words of a Spanish expression from this dialogue. The pupils in the first seat of each row compete to see which team can give the complete expression first. That team scores a point. Give the next clue. The pupils in the second seat of each row now have the chance to complete the expression. Continue in the same way.
2. The last person in each row tells the two pupils in front of him to get up--Ana, José, levántense. These two pupils stand up and answer--Hoy es sábado, papá (mamá). No hay clases. Continue the practice with fourth pupil from the rear in each row giving the first expression.

LANGUAGE HINTS

The "d" between two vowels, as in sábado, is pronounced softly like the "th" in the English word "they."

SHOPPING AT THE FOOD STORE LESSON 38

BEFORE THE TELECAST

Situation Diane and Linda are at the store buying hamburger and soda for a school picnic. They carefully check the price of each item. Diane asks how much the hamburger costs and Linda says three dollars. Diane then asks where the soda is. Linda shows her. At the checkout counter, Diane asks Linda where the money is. Unfortunately, Linda has forgotten it.

Visual Cue Cards Here are the cards for this lesson's dialogue. Watch each picture carefully so you can associate it with the expression.

DIALOGUE

Diana:	¿Cuánto cuesta la hamburguesa?	How much is the hamburger?
Linda:	Cuesta tres dólares.	It costs three dollars.
Diana:	¿Dónde están los refrescos?	Where is the soda?
Linda:	Aquí están.	Here it is.
Diana:	Linda, ¿el dinero?	Linda, the money?
Linda:	¡Ay, se me olvidó!	Oh, I forgot it!

SUPPLEMENTARY

jueves - Thursday   viernes - Friday   sábado - Saturday

SUGGESTED FOLLOW-UP ACTIVITIES

1. Practice the dialogue with the record and the Visual Cue Cards.
2. **Question-Answer Practice** Hold up the first card and give the first expression of the dialogue-¿Cuánto cuesta la hamburguesa? The pupil who answers correctly-Cuesta tres dólares, is given the card. He asks the question and gives the card to the pupil who gives the correct answer. Do this three times. Hold up the second card and ask the next question-¿Dónde están los refrescos? The pupil who answers-Aquí están, is given the card. Continue the same procedure with the last question-Linda, ¿el dinero? and its answer-¡Ay, se me olvidó!
3. **Planning for the next lesson** Ask a pupil to bring two or more shirts to class. Ask him to make a price tag for each shirt.

LANGUAGE HINTS

1. Be sure your pupils place the stress on the correct syllable in the Spanish word dólares, (Doh-lah-rehs)
2. The peso is the unit of currency in Argentina, Chile, Colombia, Mexico, Uruguay.
3. The words sodas and refrescos are interchangeable. In northern Mexico, because of its proximity to the United States, the word soda is sometimes used.

SHOPPING AT THE DEPARTMENT STORE — LESSON 39

BEFORE THE TELECAST

Situation In a department store, Thomas asks the clerk (dependiente) where the shirts are. The clerk leads him to the shirt department. Thomas wants to know the price of the red shirt. The clerk says it costs five dollars.

Visual Cue Cards Keep the "Situation" that I have read to you in mind. Now look at these cards as I give you the expressions for the dialogue in English.

DIALOGUE

Tomás:	¿Dónde están las camisas?	Where are the shirts?
Dependiente:	Aquí están.	Here they are.
Tomás:	¿Cuánto cuesta la camisa roja?	How much is the red shirt?
Dependiente:	Cuesta cinco dólares.	It costs five dollars.

SUPPLEMENTARY

amarillo	yellow	blanco	white
negro	black	rojo	red

SUGGESTED FOLLOW-UP ACTIVITIES

1. Place the shirts and price tags, brought in by the pupil, on the table. Play the record. Ask two pupils to use the shirts and price tags as they pantomime the dialogue. The entire class should repeat during the first pause. During the second pause, the pupil who is taking that role repeats alone.
2. **Substitution** Write different prices from $2 - $10 on the chalkboard, point to a price and ask-*¿Cuánto cuesta la camisa roja?* Pupils answer-*Cuesta (dos) dólares.* Indicate who is to answer by cues such as-*niños*, *niñas* etc. Then direct pupils to ask the question, and point to a price.

LANGUAGE HINTS

In Spanish, the descriptive adjective is usually placed AFTER the word it describes. Examples: *la camisa roja*, *las camisas rojas*, *el libro rojo*, *los libros rojos*, The adjective agrees with its noun in number and in gender

TEST ON LESSONS 33-39 LESSON 40

BEFORE THE TELECAST

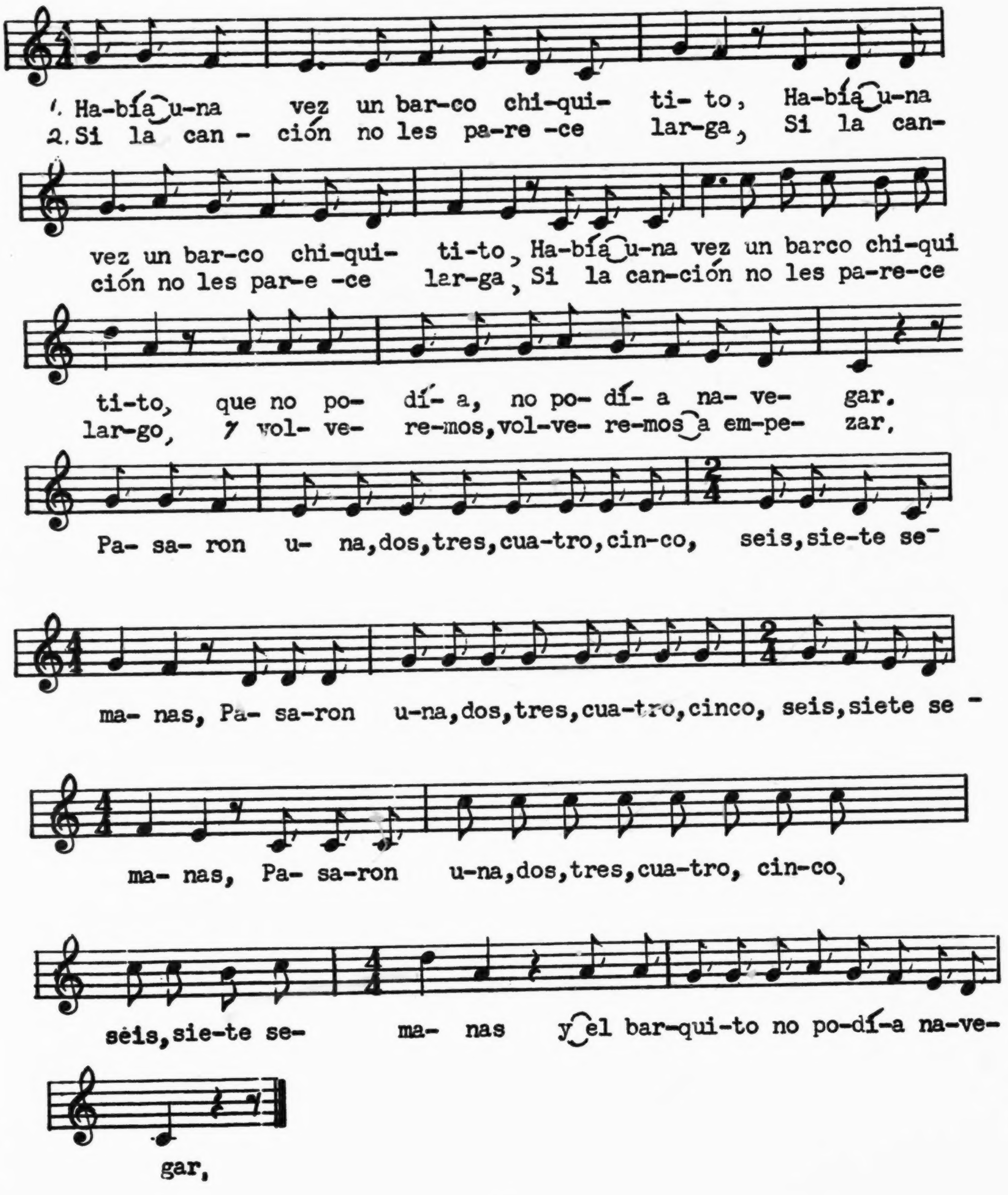
This is the second test of the semester. It will cover the dialogue expressions from Lessons 33-39. Have paper and pencil ready.

Answers	Test	
B	1. Vamos a jugar al béisbol.	Let's play baseball.
A	2. Vamos al cine.	Let's go to the movies.
C	3. Hace mucho calor.	The weather is very hot.
B	4. ¿Están listos?	Are you ready?
C	5. ¿Dónde están mis anteojos?	Where are my glasses?
A	6. Los anteojos están en la mesa.	The glasses are on the table.
A	7. ¿Cuánto cuesta? Cuesta veinte centavos.	How much does it cost? It costs twenty cents.
C	8. Juan, Pedro, levántense.	John, Peter, get up.
C	9. Hoy es sábado.	Today is Saturday.
B	10. Hoy vamos de compras.	Today we are going shopping.
A	11. Hace buen tiempo.	The weather is nice.
C	12. Se me olvidó el dinero.	I forgot the money.
C.	13. ¿Cuánto cuesta la camisa roja?	How much does the red shirt cost?
B	14. Cuesta cuatro dólares.	It costs four dollars.
A	15. Aquí está la soda.	Here is the soda.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test after the telecast lesson. If convenient to do so, please send a compilation of the test results to the studio teacher via museum delivery.
2. Play the song, "El Barco Chiquitito," found on the song record. Have your pupils hum along to the melody of the song. Then as the words are given for pronunciation practice, direct the pupils to repeat carefully. Play the song again so that pupils may sing along. You may wish to write the Spanish words to the song on the chalkboard or provide pupils with their own copies.

EL BARCO CHIQUITITO


1. Ha-bía͡ u-na vez un bar-co chi-qui- ti- to, Ha-bía͡ u-na
2. Si la can - ción no les pa-re -ce lar-ga, Si la can-
vez un bar-co chi-qui- ti-to, Ha-bía͡ u-na vez un barco chi-qui
ción no les par-e -ce lar-ga, Si la can-ción no les pa-re-ce
ti-to, que no po- dí- a, no po- dí- a na- ve- gar.
lar-go, y vol- ve- re-mos, vol-ve- re-mos͡ a em-pe- zar.
Pa- sa- ron u- na, dos, tres, cua-tro, cin-co, seis, sie-te se-
ma- nas, Pa- sa-ron u-na, dos, tres, cua-tro, cinco, seis, siete se -
ma- nas, Pa- sa-ron u-na, dos, tres, cua-tro, cin-co,
seis, sie-te se- ma- nas y͡ el bar-qui-to no po-dí-a na-ve-
gar.

A VISIT TO THE SCHOOL NURSE — LESSON 41

BEFORE THE TELECAST

Situation Ann reports to the school nurse (enfermera) who asks what her name is and how she is feeling. Ann gives her name and says she has a cold. The nurse expresses sympathy and tells her to sit down.

Visual Cue Cards Remember the "Situation" I have just read to you as I show you the cards for the dialogue and tell you the expressions in English.

DIALOGUE

Enfermera:	¿Cómo te llamas?	What is your name?
Ana:	Me llamo Ana López.	My name is Ann Lopez.
Enfermera:	¿Cómo estás, Ana?	How are you, Ann?
Ana:	Tengo catarro.	I have a cold.
Enfermera:	¡Lo siento! Siéntate.	I'm sorry! Sit down.

CANCIÓN El Barco Chiquitito

Refer to Lesson 40 for the words and music for this song.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Play the record. Appoint a pupil to hold up the appropriate cards. Pupils repeat in the pauses. Then, without the record, hold up the cards and ask pupils to give the expressions. For variation, hold up the cards out of order for pupils to identify with the correct Spanish expressions.
2. "El Barco Chiquitito" Practice the song. The first line of each verse is sung three times. Divide the class into three groups. Signal the first group to sing the line for the first time. Then have the second group join in singing the second line. Finally, signal the third group to join the others in singing the line for the third time. For the second verse, have the third group begin the singing.

LANGUAGE HINTS

1. Notice that the nurse uses ¿Cómo te llamas? and ¿Cómo estás? when she talks to Ann who is a pupil. If Ann were an adult, the nurse would use the questions-¿Cómo se llama usted? and ¿Cómo está usted?
2. The nurse uses, Siéntate, because she is talking only to one child. If she were speaking to a group of children, she would use-Siéntense.

A VISIT TO THE DOCTOR LESSON 42

BEFORE THE TELECAST

Situation After the doctor tells Diane to sit down, he wants to know how she is feeling. She says not very well. He asks her if her head hurts, and she says it does. He says, "Let's see."

Visual Cue Cards Look at these cards for the dialogue as I give you the expressions in English.

DIALOGUE

Doctor Ortega:	Siéntate, Diana.	Sit down, Diane.
Diana:	Gracias.	Thank you.
Doctor Ortega:	¿Cómo estás?	How are you?
Diana:	No muy bien.	Not very well.
Doctor Ortega:	¿Te duele la cabeza?	Does your head hurt?
Diana:	Sí, me duele.	Yes, it hurts.
Doctor Ortega:	Pues, vamos a ver.	Well, let's see.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Place the Visual Cue Cards on the chalktray for easy reference. Take the role of the doctor. The entire class responds taking the role of Diane. Then ask the boys to take the doctor's role and the girls to play Diane. Reverse this procedure.
2. Cues Use verbal cues: Todos (all), Niños (boys), Niñas (girls), and Esta fila (this row), to designate who is to repeat during the pauses on the record. In the first pause, cue all pupils to repeat by saying-Todos. In the second pause, cue sections of the class to repeat. Use-Más alto (louder), when appropriate.

LANGUAGE HINTS

¿Te duele la cabeza? is used by the doctor (an adult) to ask Ann (a younger person) if her head hurts. Another form of the question, ¿Le duele la cabeza?, would be used by a pupil (a younger person) if he addresses an adult.

A VISIT TO THE EYE DOCTOR — LESSON 43

BEFORE THE TELECAST

Situation Peter is at the eye doctor having his new glasses fitted. Doctor Lorca asks Peter if his eyes hurt, and he says they do not. He asks Peter if he likes his glasses. Peter says he likes them very much.

Visual Cue Cards Watch as I show you the cards for the dialogue and tell you in English what the persons are saying.

DIALOGUE

Doctor Lorca:	¿Te duelen los ojos?	Do your eyes hurt?
Pedro:	No, doctor.	No, Doctor.
Doctor Lorca:	Y los anteojos, ¿te gustan?	And the glasses, do you like them?
Pedro:	Sí, me gustan mucho.	Yes, I like them a lot.

SUPPLEMENTARY

diez - ten   veinte - twenty   treinta - thirty

SUGGESTED FOLLOW-UP ACTIVITIES

1. **A Line a Row** Play the record. Have the first row imitate during the pause for the first line of dialogue-¿Te duelen los ojos? The second row imitates during the pause for the second line of dialogue-No, doctor. The third row imitates during the pause for the third line of dialogue-Y los anteojos, ¿te gustan? The remaining rows imitate during the pause for th the fourth line of dialogue-Sí, me gustan mucho. Then, without the record, have the first row give its line of dialogue followed by the second, third, and remaining rows giving their line of dialogue. Vary this procedure by assigning each row a new line of dialogue.
2. Ask two pupils to dramatize the dialogue in front of the class. Assign certain rows to be ready to cue the pupils when necessary.

LANGUAGE HINTS

Because the word doctor is a cognate, it can easily be mispronounced in Spanish. Pronounce it (dohk-tohr) with a stress on the last syllable.

A VISIT TO THE DENTIST LESSON 44

BEFORE THE TELECAST

Situation Michael's tooth hurts and he visits the dentist. The doctor asks him to open his mouth. After the examination, Michael asks if there is a cavity. The dentist says there is and it's a big one.

Visual Cue Cards Now that I've read the "Situation" to you, look at the cards for this lesson. Watch each picture carefully so you can associate it with the dialogue expressions that I will now give in English.

DIALOGUE

El dentista:	Siéntate.	Sit down.
Miguel:	Me duele un diente.	My tooth hurts.
El dentista:	Abre la boca,por favor.	Open your mouth, please.
Miguel:	¿Tengo una cavidad?	Do I have a cavity?
El dentista:	Sí, y grande.	Yes, and it's a big one.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Verbal Cues Play the record. Hold up each Visual Cue Card that illustrates the Spanish expression heard on the record. Use verbal cues to indicate who is to repeat in the pauses. Always ask the complete class to repeat, todos, before asking sections of the class to repeat.
2. Assign different rows to be responsible for different lines of this dialogue. For example: Row 1-Siéntate, Row 2-Me duele un diente, etc. Teach each row its expression using the record as necessary. Then choose two pupils to play the roles in this dialogue, If one of these pupils forgets his line, the row that is responsible for that Spanish expression is to prompt him.

LANGUAGE HINTS

Pronounce the "d's" in cavidad with a "th" sound as in the English word "though."

REVIEW OF LESSONS 41 THROUGH 44 LESSON 45

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" to you. Then I will show you the card and read the expressions in English for each dialogue.

Situation Thomas is talking to Mr. López, the drug store pharmacist. Mr. López,asks Thomas how he is feeling. Thomas says he is not feeling well because he has a cold. Mr. López expresses sympathy.

DIALOGUE

Señor López:	Buenas noches, Tomás.	Good evening, Thomas.
Tomás:	Buenas noches, señor.	Good evening.
Señor López	¿Cómo estás?	How are you?
Tomás:	No muy bien.	Not very well.
	Tengo catarro.	I have a cold.
Señor López:	Lo siento.	I'm sorry.

Situation Linda's tooth hurts and she tells her mother that she has a cavity. Her mother asks if it is really so. She then tells Linda to sit down so she can see.

DIALOGUE

Linda:	Mamá, tengo una cavidad.	Mom, I have a cavity.
Mamá:	¿Verdad?	Really?
Linda:	Me duele mucho.	It hurts a lot.
Mamá:	Siéntate, Linda.	Sit down, Linda.
	Vamos a ver.	Let's see.

Situation Peter is sick, and mother tells him to open his mouth so she can give him medicine. He says he doesn't like the medicine. After she asks him if his head hurts and he says it does, she again tells him to open his mouth.

DIALOGUE

Mamá:	Abre la boca, Pedro.	Open your mouth, Peter.
Pedro:	No me gusta la medicina.	I don't like the medicine.
Mamá:	¿Te duele la cabeza?	Does your head hurt?
Pedro:	Sí, me duele mucho.	Yes, it hurts a lot.
Mamá:	Pues, abre la boca.	Well, open your mouth.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Place the three Visual Cue Cards in order on the chalktray. Play the record and ask pupils to repeat in the pauses. Place the needle at various places in the dialogue. Pupils are to say, uno, dos, or tres depending on whether the first, second, or third card illustrates the expression.

2. Assign three groups of pupils to practice the dialogues and present them in front of the class the next day. Remind them to use appropriate actions and objects as they dramatize each dialogue. For example, in the first conversation, the "druggist" may wish to wear a white jacket, as he pretends to fill a prescription. Thomas should indicate by his actions that he has a cold.

REVIEW OF LESSONS 25 THROUGH 31 — LESSON 46

BEFORE THE TELECAST

Visual Cue Cards I will read the "Situations" of the two dialogues to you. Then I will give the dialogue expressions in English. Look at the cards so you can associate the pictures with the expressions.

Situation Michael arrives at Peter's home so that they can practice Spanish together. Michael asks Peter if he has the record, and he says he does. They agree that it is Lesson Thirty, and Michael asks Peter to put it on louder.

DIALOGUE

Miguel:	¿Tienes el disco?	Do you have the record?
Pedro:	Sí, tengo el disco.	Yes, I have the record.
Miguel:	Bueno. Vamos a practicar la canción.	Good. Let's practice the song.
Pedro:	Es la lección treinta, ¿verdad?	It's Lesson Thirty, isn't it?
Miguel:	Sí, más alto, por favor.	Yes, louder, please.

Situation Mr. Moreno has lost track of time. Michael says it is ten-thirty. Since it is time to go to the playground, Mr. Moreno dismisses the class by rows. Thomas asks Michael if he has the ball, and Michael discovers that he forgot it.

DIALOGUE

Señor Moreno:	¿Qué hora es?	What time is it?
Miguel:	Son las diez y media.	It's ten-thirty.
Señor Moreno:	Pues, esta fila, pasen ustedes. (Continues dismissing each row)	Well, this row, pass.
Tomás:	¿Miguel, tienes la pelota?	Michael, do you have the ball?
Miguel:	¡Ay, se me olvidó!	Oh, I forgot it!

SUGGESTED FOLLOW-UP ACTIVITIES

1. Assign two groups of pupils to practice the dialogue and present it to the class the next day. After each dialogue has been presented, each pupil should say his expression again as the class repeats after him.

2. Each pupil should have an opportunity to participate in presenting at least one of the review dialogues in Lessons 45, 46, and 47. Grade the pupils on their performance on this lesson as well as in the other review lessons.

BEFORE THE TELECAST

Visual Cue Cards There are three dialogues in this review lesson. Listen as I read the "Situations" to you. Then I will show you the card and read the expression in English for each dialogue.

Situation In a telephone conversation with Linda, Ann suggests that they go to the movies. Linda says it is cold. Linda also says she doesn't have money to go shopping. Neither does Linda want to play baseball. Ann gives up and says good-bye.

DIALOGUE

Ana:	Vamos al cine.	Let's go to the movies.
Linda:	No, hace frío.	No, the weather is cold.
Ana:	Vamos de compras.	Let's go shopping.
Linda:	No, no tengo dinero.	No, I don't have money.
Ana:	Vamos a jugar al béisbol.	Let's play baseball.
Linda:	No.	No.
Ana:	Pues, hasta mañana.	Well, see you tomorrow.

Situation After baseball practice on a hot day, Peter asks Michael if he would like a soda. Michael says he would. At the soda fountain, Peter orders two sodas. Michael thanks him, and Peter says, "You're welcome."

DIALOGUE

Miguel:	Hace mucho calor.	The weather is very hot.
Pedro:	¿Te gusta un refresco?	Would you like a soda?
Miguel:	Sí. me gusta.	Yes, I would.
Pedro:	Dos refrescos, por favor.	Two sodas, please.
Miguel:	Gracias, Pedro.	Thank you, Peter.
Pedro:	De nada.	You're welcome.

Situation While shopping Mother and Diane are looking for blouses. Diane finds them. Mother selects a blouse and asks Diane if she likes it. Diane likes the color. Mother asks how much it costs, and Diane says it costs two dollars.

DIALOGUE

Diana:	Mamá, aquí están las blusas.	Mom, here are the blouses.
Mamá:	¿Te gusta esta blusa?	Do you like this blouse?
Diana:	Sí, me gusta el color.	Yes, I like the color.
Mamá:	¿Cuánto cuesta?	How much does it cost?
Diana:	Cuesta dos dólares.	It costs two dollars.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Visual Cue Cards Play the record and have pupil helpers hold up the appropriate cards. Pupils are to look at the cards as they repeat each Spanish expression. This helps them associate what they see with what they say.
2. Assign three groups of pupils to practice the dialogues and present them to the class the next day. Select a maestro (maestra) from among the better pupils for each of the groups. His job is help his group learn the dialogue.

SEMESTER TEST LESSON 48

BEFORE THE TELECAST

On this last telecast lesson, you will have an opportunity to test your understanding of the dialogue expressions which we have been learning this past semester. You will need paper and pencil.

Note to Teacher: Please forward the completed test results to the studio teacher. Follow the sample form on Page 41.

Answer	Test	
B	1. ¿Cómo estás? Tengo catarro.	How are you? I have a cold.
B	2. Siéntate.	Sit down.
C	3. ¿Cómo te llamas? Me llamo ______.	What is your name? My name is ________.
A	4. Me duele la cabeza.	My head hurts.
C	5. Abre la boca.	Open your mouth.
A	6. ¿Te duelen los ojos?	Do your eyes hurt?
B	7. Me gustan los anteojos.	I like the glasses.
C	8. Me duele un diente.	My tooth hurts.
B	9. Tengo una cavidad.	I have a cavity.
A	10. Buenas noches.	Good evening.
A	11. No me gusta la medicina.	I don't like the medicine.
B	12. Vamos a practicar la canción.	Let's practice the song.
C	13. Esta fila, pasen ustedes.	This row, pass.
C	14. Hace frío.	The weather is cold.
B	15. Aquí están las blusas.	Here are the blouses.

SUGGESTED FOLLOW-UP ACTIVITIES

1. Correct the test. Please send the test results to the studio teacher. Follow the form below. Please do not send individual pupil test papers.
2. Visual Cue Cards Review the entire semester by holding up the cards one at a time. The pupil who first gives the correct Spanish expression associated with the card is given that card. The pupil with the most cards is designated the winner. This is a good review technique to use during the weeks when there are no telecast lessons.
3. Practice the song "Cielito Lindo" with the song record. The song can also be found on Page 68 of Singing in Harmony, enlarged edition. You may wish to write the Spanish words to the song on the chalkboard or provide pupils with their own copies.

RESULTS OF SPANISH 6th GRADE, SEMESTER 4, TEST

School: __________ Teacher: __________ Enrollment: ______

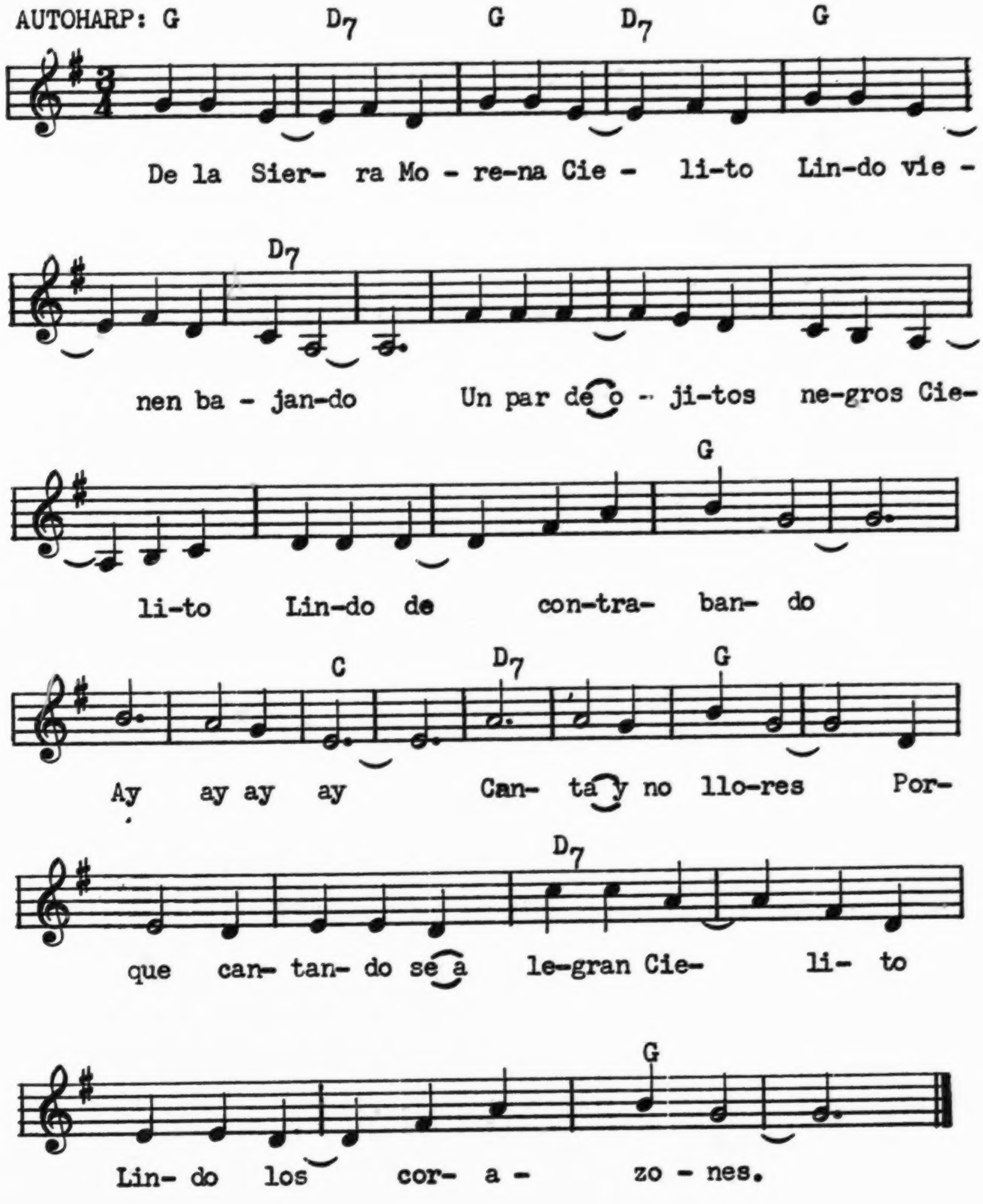
Test Item	No. Correct Responses
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Number of pupils scoring 15 correct: ___
Number of pupils scoring 11-14 correct: ___
Number of pupils scoring 6-10 correct: ___
Number of pupils scoring 1-5 correct: ___

TOTAL PUPILS ___

SUGGESTIONS: ______________________________

CIELITO LINDO


AUTOHARP: G
D7
G
D7
G
De la Sier- ra Mo - re-na Cie - li-to Lin-do vie -
D7
nen ba - jan-do Un par de o - ji-tos ne-gros Cie-
G
li-to Lin-do de con-tra- ban- do
C
D7
G
Ay ay ay ay Can- ta y no llo-res Por-
D7
que can- tan- do se a le-gran Cie- li- to
G
Lin- do los cor- a - zo - nes.

GIRLS' NAMES IN SPANISH

English	Spanish	Pronunciation
Alice	Alicia	(AH-LEE-S'YAH)
Anita, Annie	Anita	(AH-NEE-TAH)
Anna, Ann	Ana	(AH-NAH)
Barbara	Bárbara	(BAR-BAH-RAH)
Betty	Chavela	(CHA-VAY-LAH)
Caroline	Carolina	(KAH-RO-LEE-NAH)
Charlotte	Carlota	(KAR-LO-TAH)
Dorothy	Dorotea	(DO-RO-TAY-AH)
Eleanor, Leonora	Leonor	(LAY-OH-NOHR)
Elizabeth, Isabel	Isabel	(EE-SAH-BEHL)
Ellen, Helen	Elena	(AY-LAY-NAH)
Eve	Eva	(AY-VAH)
Jane, Jean, Joan	Juana	(HWAH-NAH)
Jeanette, Jenny	Juanita	(HWAH-NEE-TAH)
Julie	Julia	(HOO-L'YAH)
Katherine, Kathleen	Catalina	(KAH-TAH-LEE-NAH)
Lucy	Lucía	(LOO-CEE-AH)
Margaret	Margarita	(MAHR-GAH-REE-TAH)
Mary, Marie	María	(MAH-REE-AH)
Mary Ann	Ana María	(AH-NAH MAH-REE-AH)
Rose	Rosa	(ROH-SAH)
Susan	Susana	(SOO-SAH-NAH)
Susie	Susita	(SOO-SEE-TAH)

NOTE: Remember that the Spanish "r" is trilled. There is no sound like the English "r" in Spanish.

BOYS' NAMES IN SPANISH

English	Spanish	Pronunciation
Albert	Alberto	(AHL-BEHR-TOH)
Charles	Carlos	(KAHR-LOS)
Edward	Eduardo	(AY-DWAHR-DOH)
Frank	Pancho, Paco	(PAHN-CHO, PAH-KO)
Frederick	Federico	(FAY-DAY-REE-KO)
George	Jorge	(HOR-HAY)
Gregory	Gregorio	(GRAY-GOH-R'YOH)
James	Jaime, Diego	(HAI-MAY, D'YAY-GO)
John	Juan	(HWAHN)
Joseph, Joe	José	(HO-SAY)
Mark	Marcos	(MAHR-KOS)
Martin	Martín	(MAHR-TEEN)
Michael	Miguel	(MEE-GEHL)
Paul	Pablo	(PAH-BLOH)
Peter	Pedro	(PAY-DROH)
Philip	Felipe	(FAY-LEE-PAY)
Richard	Ricardo	(REE-KAHR-DOH)
Robert	Roberto	(ROH-BEHR-TOH)
Roger	Rodrigo	(ROH-DREE-GOH)
Ronald	Ronaldo	(ROH-NAHL-DOH)
Stephen	Esteban	(EHS-TAY-BAHN)
Thomas	Tomás	(TOH-MAHS)

LANGUAGE PATTERNS AND VOCABULARY

And it's a big one!	¡Y grande!	44
And the glasses?	¿Y los anteojos?	43
Are you ready? (boys & girls)	¿Están listos?	34,40,
Boys	Niños	29
Boys and girls	Niños	29
Close the door.	Cierra la puerta.	26,28 32
Colors	Los colores	39
Dad	Papá	36
Days of the week.	Los días de la semana.	37,38
Does your head hurt?	¿Te duele la cabeza?	42,45
Do I have a cavity?	¿Tengo una cavidad?	44
Do you have the ball?	¿Tienes la pelota?	46
___ ___ ___ ___ record?	¿______ el disco?	31,46
Do you like them?	¿Te gustan?	43
Do you like this blouse?	¿Te gusta esta blusa?	47
Do you want a soda?	¿Te gusta una soda?	47
Do your eyes hurt?	¿Te duelen los ojos?	43,48
Excuse me.	Con su permiso.	26,28 32
Fifteen cents	Quince centavos	35
Four dollars	Cuatro dólares	36
Get up.	Levántense.	37,40
Gladly	Con mucho gusto.	30
Go ahead. (You're excused)	Pasa.	32
Go ahead, Michael.	Pasa, Miguel.	28
__ _____, Thomas	____, Tomás.	26
Good.	Bueno.	26,28 30,36
Good evening.	Buenas noches.	45,48
Here are the blouses.	Aquí están las blusas.	47,48
Here is the soda.	Aquí está la soda.	40
Here it is.	Aquí están.	38
Here they are.	Están aquí.	36,39
How are you?	¿Cómo estás?	41,42 45,48
How much does it cost?	¿Cuánto cuesta?	36,40, 47
___ ____ is a soda?	¿______ ______ una soda?	35
___ ____ __the hamburger?	¿______ ______ la hamburguesa?	38
___ ____ __ _ red shirt?	¿______ ______ ___ camisa roja?	39,40
Hurry.	Apúrense.	27,28

I did, too.	A mí también.	27
I don't know.	Yo no sé.	36
I don't have money.	No tengo dinero.	47
I don't like the medicine.	No me gusta la medicina.	45,48
I forgot it.	Se me olvidó.	27,28 30,3 38,4
I forgot the money.	Se me olvidó el dinero.	40
I have a cavity.	Tengo una cavidad.	44,45 48
_ ____ a cold.	____ catarro.	41,45 48
_ ____ the record.	____ el disco.	31,32, 46
I like the color.	Me gusta el color.	47
I like the glasses.	Me gustan los anteojos.	48
_ ____ the idea.	Me gusta la idea.	33,36
_ ____ them a lot.	Me gustan mucho.	43
_ ____ this soda.	Me gusta esta soda.	35
_ ____ ____ song.	__ ____ ____ canción.	36
I'm here.	Estoy aquí.	28,32
I'm sorry.	Lo siento.	41,45
Is it all right?	¿Está bien?	29,36
Isn't it?	¿Verdad?	36,46
Is the weather nice?	¿Hace buen tiempo?	37
It costs five dollars.	Cuesta cinco dólares.	39
__ _____ four dollars.	_____ cuatro dólares.	40
__ _____ three dollars.	_____ tres dólares.	38
__ _____ twenty cents.	_____ veinte centavos.	40
__ _____ two dollars.	_____ dos dólares.	47
It hurts (me).	Me duele.	42
It hurts a lot.	Me duele mucho.	45
It's all right.	Está bien.	29,31 36
It's called "The Patio."	Se llama «El Patio».	30
It's eight o'clock.	Son las ocho.	28
It's Lesson Thirty.	Es la lección treinta.	46
____ ten thirty.	Son las diez y media.	46
____ two o'clock.	___ ___ dos.	27
It's true.	Es verdad.	36
Lesson Thirty-one	Lección treinta y uno	31
Let's go shopping.	Vamos de compras.	47
_____ __ to the movies.	_____ al cine.	33,34 40,47
_____ play baseball.	_____ a jugar al béisbol.	33,36 40,47

Let's practice it.	Vamos a practicarla.	30
_____ ________ the song.	_____ _ practicar la canción.	32,46, 48
_____ see.	_____ a ver.	42,45
Linda is absent.	Linda está ausente.	32
Linda? Is she absent?	¿Linda, ¿está ausente?	25
Look.	Mira.	34,36
Louder.	Más alto.	29,31,32 36,46
Michael is absent.	Miguel está ausente.	25,28
Mom	Mamá	37,47
Months of the year.	Meses del año	33,34
My head hurts.	Me duele la cabeza.	48
My name is _____.	Me llamo _____.	41,48
My tooth hurts.	Me duele un diente.	44,48
Not very well.	No muy bien.	42,45
Now	Ahora	29,36
No one is absent	Nadie está ausente.	26,32
Numbers 1-30	Números 1-30	31,35, 36,43
Oh!	¡Ay!	27,28, 38,46
One moment.	Un momento.	28
Open your mouth.	Abre la boca.	44,45,48
Pass. (plural)	Pasen ustedes.	46,48
Please.	Por favor.	28,29,31 35,36, 44,46
Repeat. (plural)	Repitan ustedes.	31,32
Really?	¿Verdad?	45
Right?	¿Verdad?	36
See you tomorrow.	Hasta mañana.	47
She is in the office.	Está en la oficina.	25
Sit down (singular)	Siéntate.	41,42,44 45,48
Thank you.	Gracias.	29,36, 42,47
The glasses are on the table.	Los anteojos están en la mesa.	40
The money?	¿El dinero?	38
There are no classes.	No hay clases.	37
The weather is cold.	Hace frío.	47,48
___ _______ __ nice.	_____ buen tiempo.	37,40
___ _______ __ very hot.	_____ mucho calor	33,35, 40,47
They're on the table.	Están en la mesa.	34
This row.	Esta fila.	31,32,46 48

Thomas is in the office.	Tomás está en la oficina.	32
Today is Saturday.	Hoy es sábado.	37,40
_____ we are going shopping.	___ vamos de compras.	37.40
Turn off the television.	Apaga la televisión.	30,32, 36
Two sodas.	Dos sodas	35
Well	Pues	33,36, 42,4 46,4
What is the name of the song?	¿Cómo se llama la canción.	30,32
What is your name?	¿Cómo te llamas?	41,48
What time is it?	¿Qué hora es?	27,46
Where are my glasses?	¿Dónde están mis anteojos?	36,40
_____ ___ the shirts?	¿_____ _____ las camisas?	39
Where are your glasses?	¿Los anteojos, dónde están?	34
Where is your book?	¿Dónde está tu libro?	28,32
_____ is the soda?	¿_____ están los refrescos?	38
_____ is the television set?	¿_____ está la televisión?	27
Would you like a soda?	¿Te gusta un refresco?	47
Who is absent?	¿Quién está ausente?	25,26, 32
You have the record.	Tienes el disco.	36
You're welcome.	De nada.	29,36 47

PROVERBS

Más vale tarde que nunca.	Beter late than never.
Poco a poco se va lejos.	Slow but sure.